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ABSTRACT

Presented is an outline of the program and abstracts of most presented papers for the 23rd National Conference of the Conservation Education Association held in August, 1976. The theme of the conference was Education's Role in Land Use Planning. Papers presented include a variety of topics related to land use, conservation education, natural resources, environmental education, and outdoor education. A variety of programs is described including federal, state, and county land use planning and programs, and successful case histories of education's role in land use planning from different parts of the United States. (RH)

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## 23rd NATIONAL CONFERENCE
## CONSERVATION EDUCATION ASSOCIATION

***UNIVERSITY OF PORTLAND***
***PORTLAND, OREGON***
***August 15-19, 1976***

# EDUCATION'S ROLE IN LAND USE PLANNING

SE 022 008

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1976 CEA CONFERENCE

PROGRAM AND TABLE OF CONTENTS


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THEME: EDUCATION'S ROLE IN LAND USE PLANNING

Purposes:

1. Explore different land use planning philosophies and programs including the public involvement and education components (County, State, Federal Private).

2. Analyze one interagency land use planning area including taking a tour to make interpretations about existing land uses, conflicts and issues and then make recommendations about the future use and management of the area.

3. Observe and discuss successful case histories of education's role in land use planning from different parts of the nation.

Program Highlights:

A. Sunday, August 15, 1976 — 1

| | | | |
|---|---|---|---|
| 2:00 p.m. | Registration<br>Exhibits, Displays | Mehling Hall<br>Buckley Center | |
| 7:30 p.m. | General Session | Buckley Center | |
| | Welcome & Invocation: Father Michael G. O'Brien, University of Portland | | |
| | Welcome: Jane Westenberger, President, CEA<br>Jim Unterwegner, Conference Chairman | | |
| | A Look at Oregon: Ernie McDonald, Jonne Hower<br>a. A Slide Presentation<br>b. Looking at Oregon's Climate<br>c. Ranking Oregon's Environmental Concerns | | 1 |
| Monday, August 16, 1976 | | | |
| 8:30 a.m. | General Session | Buckley Auditorium | |
| | Invocation: | | |
| | Welcome: Jane Westenberger, CEA President | | |
| | Announcements: Jim Unterwegner, Conference Chairman | | |
| | Review Conference Objectivies: Ernest McDonald, Program Chairman | | |
| 9:00 a.m. | Keynote Address: "Education's Role in Land Use Planning" - Dorothy Anderson, Past President Oregon League of Women's Voters, Board Member of Oregon State Land Conservation and Development Commission (LCDC) | | 8 |
| 10:00 a.m. | Land Use Planning Concurrent Sessions | Buckley Center | 10 |
| | Purpose of Sessions: Explore different land use planning philosophies and programs including the public involvement and education components | | |

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| 1:00 p.m. | Repeat of Concurrent Sessions | |
| 3:00 p.m. | CEA Pre-business Meeting (Discuss topics for Wednesday business meeting) | Buckley Auditorium |
| 3:30 p.m. | Orientation to Tuesday Field Trip: Anne Heisler, U.S. Forest Service | Buckley Auditorium.....24 |
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| 5:30 p.m. | President's reception | University Commons |
| 7:30-9:00 p.m. | Optional bus tours of city of Portland: Jim Gorter, Coordinator | Load in front of Mehling Hall |

Bus Trip 1 - To downtown, take guided walking tour of downtown Portland, transit mall, harbor park, forecourt fountain, old-new architecture: Portland Walking Tours, Inc., P. O. Box 4322, Portland 97208

Bus Trip 2 - To Portland big three complex, zoo, Oregon Museum Science and Industry and Forestry Center.

Bus Trip 3 - Tour Portland by bus, no stops, old town, harbor Boulevard, Forecourt Fountain, Medical Center, Council Crest, Zoo - Forestry Center, return: Skip Fresn, Jensen, Kruse, Schoenleber Arch., 1962 N.W. Kearny, Portland.

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| | | |
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## SUNDAY EVENING PROGRAM

Welcome to the 23rd conference of the C.E.A. There are four parts to this evening's program.

Part 1 - A quick look at Oregon's climate and comparison to your own (lab sheet)

Part 2 - A slide presentation "Oregon Overview"

Part 3 - A look at Oregon's environmental priorities (lab sheet)

Part 4 - Oregon's Environmental Tradition: A slide-tape program by Jonne Hower, S.C.S.

This conference has been designed as a participatory conference where each of us has an opportunity and responsibility to contribute to the successful accomplishment of the theme. This conference has also been designed as a total learning experience. Here is a look at the program objectives:

| Day | Purpose of Program |
|---|---|
| Sunday: | Overview/get acquainted |
| Monday: | Explore different land use planning philosophies and programs including the public involvement and education components to be used on Tuesday field trip |
| Tuesday (Field Trip) | Analyze one land use planning area including taking a tour to make interpretations about existing land uses, conflicts and issues and then make recommendations about the future use and management of each area |
| Wednesday: | To observe and discuss successful case histories of education's role in land use planning from different parts of the nation and to<br><br>Review education's role in land use planning and make a written commitment to do something back home that will contribute to the conference theme. |

## OREGON OVERVIEW: A SLIDE PRESENTATION

Ernie McDonald and Jonne Hower

Oregonians live in a rich and varied environment and have the opportunity to observe and study environmental contrasts that are greater than seen in many other regions in the United States. The various combinations of climate and topography have resulted in a number of physical regions, each having its own topographic and climatic characteristics which have influenced the patterns of vegetation and soils distribution.

Lets consider some of the major regions, beginning in the west and moving eastward across the state.

The Coast Range is a relatively simple up-fold, that separates the Willamette Valley from the Pacific Ocean. The region includes the rugged coast line with headlands, staches, beaches, bays and estuaries. Ocean currents have created spits that separate bays and estuaries from the open sea. Tides along the coast are not extreme--six to ten feet--but they have a great effect on the estuaries.

Fishing Boats: The mild, wet climate has resulted in a growing season of up to 300 days and 150 inches of precipitation annually--make dairying an excellent agricultural adaptation to the region; and has resulted in a thick forest of Sitka Spruce and Douglas Fir. Inland, the steep slopes of the Coast Range intercept the moisture bearing winds and precipitation reaches 150 inches a year. Swift streams have cut deep, narrow valleys into the mountains.

Early fires of the Tillamook Burn removed the protective forest cover. Regrowth is well underway and fall colors emphasize the variety of vegetation types.

The Willamette Valley is a structural trough between the uplifted Coast and Cascade Ranges. Willamette River in the process of filling the valley, has created a fairly level topography and depositing fertile silts to provide the base for important agricultural activities.

Temperatures in the valley are mild and the growing season is long considering the latitude--200-250 days. The precipitation is 35-45 inches per year but unfortunately the maximum temperatures occur at the time of minimum precipitation.

A wide variety of crops can be raised but irrigation is necessary to produce good yields of high quality.

The physical setting combined with historical factors have made the valley the center of the state's economic activities and the area of greatest population density. The capitol is the Willamette Valley at Salem.

The Cascades are a broad upfold, trending N-S, is surmounted by younger snow-covered volcanic cones. Volcanoes vary in age as illustrated by Mt. St. Helens, Three Fingered Jack and Mt. Mazama containing a crater lake. There has been a considerable amount of recent volcanic activity; in the past 2,000 years lava flows have moved into lower valleys damming streams to form lakes and spectacular waterfalls.

On the west slope of the Cascades, rising air masses are cooled and heavy precipitation (80-130 inches) results. The fast increase in altitude causes decreasing temperatures and shortened growing seasons and results in a variety of vegetative types and plant communities.

East of the Cascades a generally level surface is super-imposed upon many layers of basaltic lava.

Located in the rain shadow on the lee side of the Cascades, the region is semi-arid (annual precipitation: 10-15 inches).

Streams flowing down the east slopes of the Cascades provide the life blood for limited areas of intensive irrigation agriculture. Even with adequate water, however, farms are adversely affected by the shortness of growing season (50-150 days) and the relatively high elevations of the plateau (3500-5000 feet).

Changing temperature and precipitation conditions result in several well marked vegetation zones. Ponderosa pine just east of Cascades is followed by Juniper and then a complex of desert shrubs. Newberry Crater with obsidian flows, cinder cones and lakes is one of the largest and most spectacular craters in Oregon. Many cinder cones, lava flows, lava cover, lava casts.

Deep valleys have been formed where permanent streams flow to the Columbia River.

Southeast Oregon is also covered with basalt but the lava formations have been extensively faulted creating fault block mountains such as the steens. Precipitation reaches lowest amounts in the state (6-10 inches). This combined with a short growing season, thin soils, preclude most possibilities of crop agriculture. Even grazing is limited and human activity and population is at a minimum. In the midst of this area are several waterfowl refuges that are major stops in the Pacific flyway.

The Blue and Wallowa Mountains of the Northeast area are old intrusive igneous rocks rising above the surrounding basalt plateau. Part of these flows are exposed at Smith Rocks, while the John Day formation of fine volcanic materials, transported and deposited by wind and water forms an area of preservation for fossils of many prehistoric animals.

With increase of altitude there is an increase of precipitation with resulting changes in vegetation from grass and shrub to forests of Ponderosa pine, Douglas fir and Western Larch. The highest elevations are in the Northeast section of the Wallowas (up to 10,000 feet) where glaciation has formed some of the best alpine features including Wallowa Lake.

The eastern boundary of the state is formed by the Snake River in Hells Canyon (5000 feet deep) which has just been dedicated as a National Recreation Area.

Within these extremes there exists in the state a wide variety of habitats and species of wildlife. In considering the state by regions, a map reveals that Oregon is really two states--a humid western part and an arid east side. Probably nothing typifies these general regional differences more than the ranges of the state's two major deer species. Blacktail deer prefer the wetter brushy west side while mule deer choose the more arid east of the Cascade summit.

Here is another example of the wet vs. dry side: Salamanders, are common in western Oregon, while east of the Cascades, the horney lizard is better suited to the dryer conditions.

Elk and antelope are more closely tied to specific habitats than are deer. The Roosevelt elk of western Oregon, while it prefers much the same habitat as the blacktail deer, avoids the valley areas so its range is more restricted. Rocky Mountain elk seek the mountainous portions of the central and northeastern part of the state, leaving the antelope to their chosen habitat of open sage country in the southeast.

Nonmigratory or resident species such as pheasants often inhabit only restricted areas unless moved to new ones by man or some freak accident of nature.

Introduced to the U.S. from China in Willamette Valley, pheasants occupy nearly all areas suitable for them even though some are quite isolated. This map of pheasant distribution, if placed over a map of the farmlands of Oregon, would match almost exactly. Oregon has 62 MM land acres.

Over one-half of this is managed by the Federal Government with the Bureau of Land Management and Forest Service managing the most, then National Park Service, Fish and Wildlife Service, Indian Reservations and a host of state, and local agencies.

Let's look at some examples of just a few issues, problems and courses of action being taken to manage Oregon's Environment.

Citizens are still concerned with such things as:

Vandalism, littering, poaching
Methods of timber harvest
Use of insecticide and pesticide
Agricultural field burning
Improper land development (on coast and all over)
Levels of management in municipal watersheds like the Bull Run
Visual Management
Carrying capacity of land and people
Conflicts between commercial/sports/Indian fishing land use planning and land allocation

In November Oregonians will have a chance to vote on whether or not to repeal House Bill 100 (Comprehensive land use planning) since opponents of Comprehensive planning have been able to gather together enough signatures to have it put back on the ballot for reconsideration through our referendum, initiative and recall law.

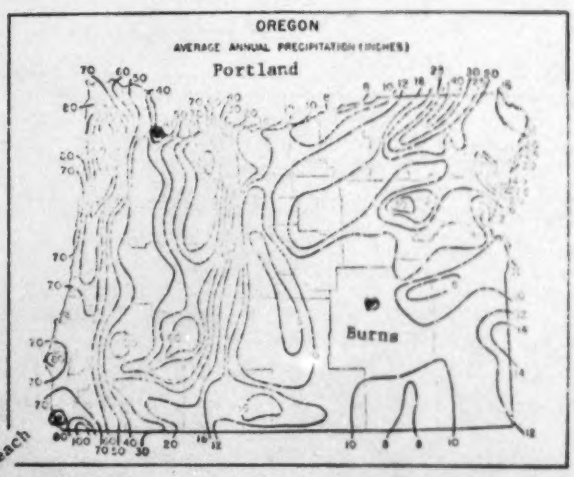
We've cleaned up the Willamette River
Have a highway youth litter patrol
The Bottle Bill is working
We have urban renewal of new buildings and old buildings
We are redesigning our cities for people and struggling with a mass transit system
There is lots more environmental guidelines to encourage clean industry
Our Department of Environmental Quality has an auto-emissions control law
We have made strides with comprehensive land use planning

So in our investigation from Tidewater to Timberline we hope you will share with us new ways to improve Education's Role in Land Use Planning.

Reacting to environmental concerns is one thing--understanding them and dealing with them is another.

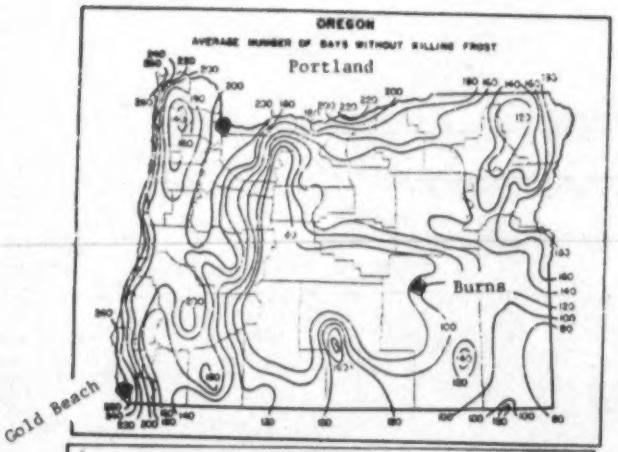
Let's take a look at some of the programs in the state that have helped Oregonians develop skills to interact with their environment--some of which result in direct participation in the management of that environment.

## LOOKING AT OREGON'S CLIMATE



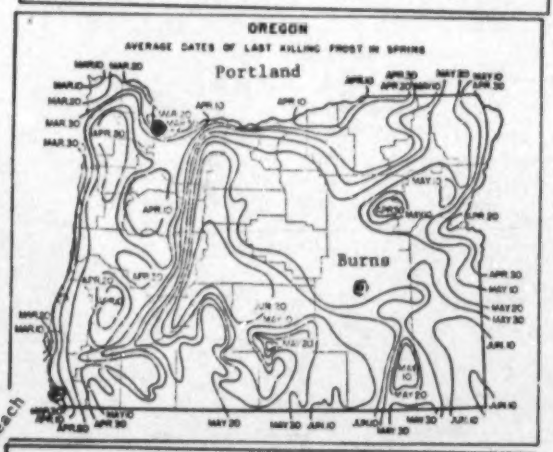

Based on the information below, finish the following statements:

1. Circle the area of the State with greatest average annual precipitation.
2. The average annual precipitation for my community is _____.
3. The average annual precipitation for
   Portland is _____.
   Eastern Oregon at Burns is _____.
   Coast at Gold Beach is _____.



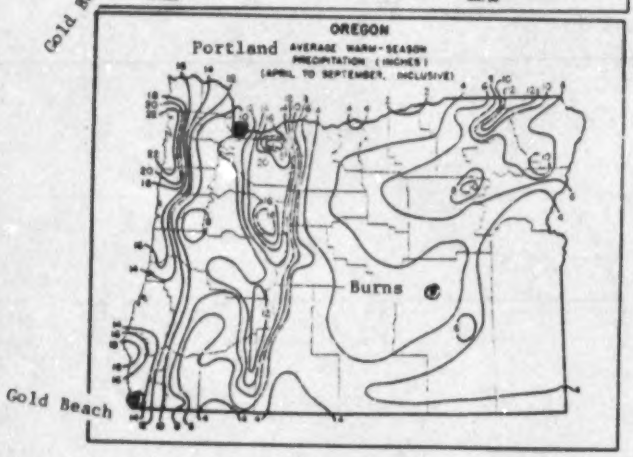

4. The average number of days without a killing frost in my community is _____ days.

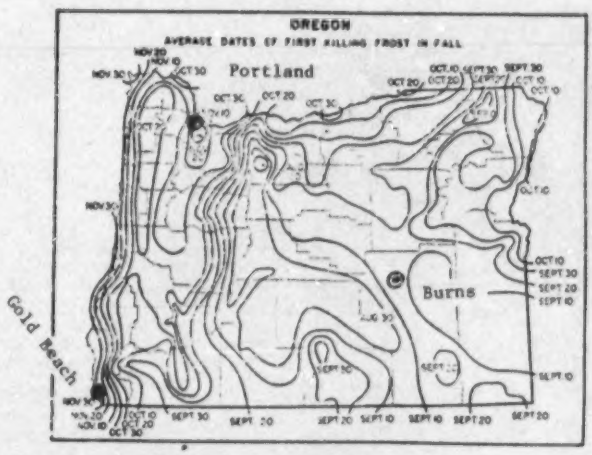
5. The average number of days for
   Portland is _____.
   Burns is _____.
   Gold Beach is _____.




6. The average date of the last killing frost in the spring is _____ for my community.

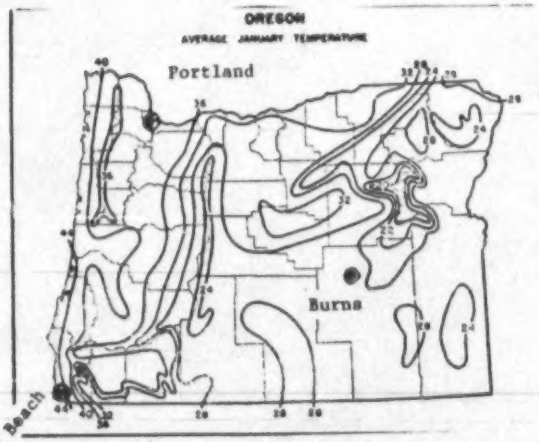
   _____ for Portland.
   _____ for Burns.
   _____ for Gold Beach.



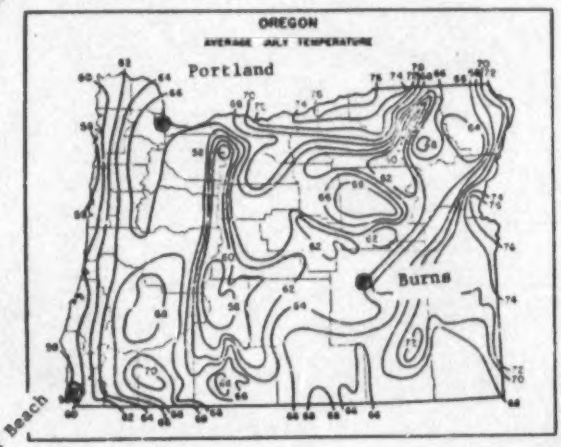

7. Complete the following:

| | Hillsboro | Burns | Gold Beach |
|---|---|---|---|
| -Average date of First killing frost | ____ | ____ | ____ |
| -Average date of Last killing frost | ____ | ____ | ____ |
| -Average Growing Season in days | ____ | ____ | ____ |




8. The average January temperature in my community is _____.

9. The average January temperature for
   Portland is _____.
   Burns is _____.
   Gold Beach is _____.




10. The average July temperature in my community is _____.

11. The average July temperature for
    Portland is _____.
    Burns is _____.
    Gold Beach is _____.

12. Composite matrix of climatic data.

| | My Community | Portland | Burns | Gold Beach |
|---|---|---|---|---|
| 1. Average annual precipitation | | | | |
| 2. Average growing seasons in days | | | | |
| 3. Average January temperature | | | | |
| 4. Average July temperature | | | | |

Based on the above information, what are some factors that account for the climatic differences between Portland, Burns and Gold Beach?

What are some things you can say about Oregon's climate?

In what ways does Oregon's climate compare to the climate in your community?

## RANKING ENVIRONMENTAL CONCERN

In February of 1970 Louis Harris and Associates conducted public opinion surveys on environmental issues throughout the United States.

The results of the survey in this state is entitled "The Public's View of Environmental Problems in that State of Oregon."

People from a cross section of ages, incomes, occupations and geographic groups and areas were asked questions about the communities.

One of the questions asked was: What are some of the problems facing your community. Respondents volunteered their concerns about problems facing their communities and the most frequently suggested problems and their solutions were put on a list as follows:

### Priorities of Environmental Programs

Rank the seven programs in column 1 in the order that you feel they should be given priority to improve the quality of the environment in your judgment. Then rank them the way you think people in the State ranked them in column 2. 1 = highest priority 7 = lowest priority

| | Column 1 | Column 2 |
|---|---|---|
| Provide more parks, playfields and other outdoor recreation facilities, including golf courses, tennis courts, bicycle paths, etc. | ___ | ___ |
| Impose stiffer penalities for water pollution violators | ___ | ___ |
| Impose stiffer penalities for air pollution violators | ___ | ___ |
| Devise stronger programs to combat so-called visual pollution, including signboards, poles, and just litter in general | ___ | ___ |
| Provide more funds for freeways and street improvements | ___ | ___ |
| Restrict new industry coming into the State | ___ | ___ |
| Provide more funds for public transportation facilities | ___ | ___ |

Describe the reason for selecting #1 the highest priority in your judgment.

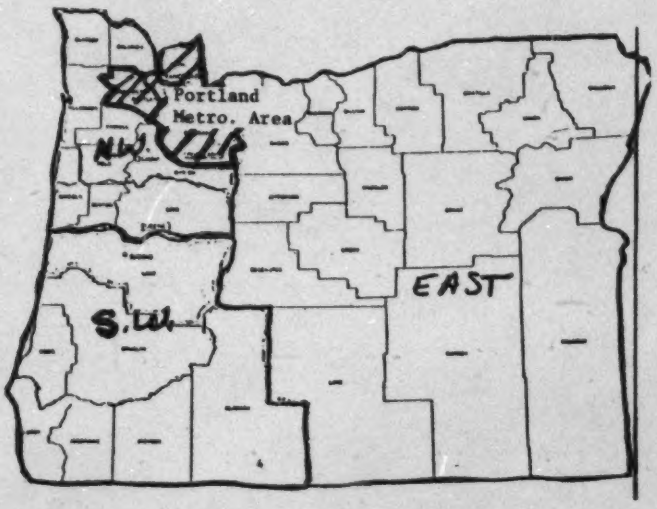
Compare the rankings for the Portland Metropolitan area with the rankings for the other geographic areas of the states.

List at least 2 differences in the rankings for the Portland area.

List some possible reasons for these differences.

How does your ranking compare with the way the people from the State ranked the concerns?

How well did your ranking of how you thought the people from the State would rank the concerns compare with the actual ranking?




Numbers in parentheses ( ) are priority rankings.

| | Total % | North-west % | South-west % | East % | Portland Metro Area % |
|---|---|---|---|---|---|
| Impose stiffer penalities for air pollution violators | 54 (1) | 47 (1) | 56 (1) | 34 (3) | 68 (1) |
| Impose stiffer penalities for water pollution violators | 49 (2) | 47 (1) | 49 (2) | 42 (2) | 55 (2) |
| Devise stronger programs to combat so-called visual pollution, including sign-boards, poles, and just litter in general | 31 (3) | 29 (4) | 36 (3) | 47 (1) | 22 (2) |
| Provide more parks, playfields, and other outdoor recreation facilities, including golf courses, tennis courts, bicycle paths, etc. | 27 (4) | 31 (3) | 27 (4) | 34 (3) | 20 (5) |
| Provide more funds for public transportation facilities | 12 (5) | 8 (6) | 7 (6) | 6 (6) | 21 (4) |
| Provide more funds for freeways and street improvements | 12 (5) | 13 (5) | 8 (5) | 15 (5) | 12 (6) |
| Restrict new industry coming into the State | 3 (7) | 3 (7) | 1 (7) | 6 (6) | 2 (7) |

Keynote Address: Education's Role in Land Use Planning
Dorothy Anderson*

I'd like to start with a story. It's not a funny story to put you all in a jolly mood. I regret to say it's a true story. It's not about Oregon, but later I will have some equally true unfunny stories from here. It's about Mount Laurel, New Jersey, a middle class, suburban community that decided to use exclusionary zoning to keep out poor families. Its major contention was that the poor don't pay their fair share of the taxes, therefore they should be kept out. It ended in a court case that Mount Laurel lost. But of particular interest here were some comments made by the chairman of a civic organization. "If taxes go up to build a new playground", he argued, "the taxpayer at least has the playground to use. But if taxes go up to educate the children of people not paying their share, there is nothing that a taxpayer can show for the increase." Obviously the benefits of universal education are completely lost on him. Moreover, he felt that potential purchasers of his house would take the higher taxes into consideration when figuring the monthly carrying charge--a consideration that presumably would force down the total price. "So", the chairman was quoted as saying, "that's taking property from me without compensation."

This narrow, self-serving viewpoint is not unique to this man or to Mount Laurel, New Jersey. Indeed it epitomizes the selfish grab and conquer attitude that motivated too many of the cattle and timber barons, railroads, and land sharks who rushed so energetically to develop this country from the Atlantic coast to the Pacific Ocean.

Thomas Jefferson predicted that, "The chosen country has land enough for our descendants to the thousandth and ten-thousandth generation." Yet here we are today far from even the tenth generation from Jefferson's time, let alone the ten-thousandth, slam bang up against the Pacific Ocean, complaining about high land costs, too many people, congestion, loss of resources, etc. Yes, there is still plenty of land if you divide up the entire country among the population. But unfortunately most of this land is not where people can or want to live. People settle where the natural resources are the best, and by so doing too often end by destroying those very resources that attracted them.

Oregon's answer to this problem was Senate Bill 100, Oregon's Land Use Act, enacted by the 1973 Legislature. This Act recognized resource management as a prime consideration in land use. It recognizes that a process using a partnership of governmental agencies and the citizens is essential if the state's resources are to be used wisely. It recognizes that there are conflicts in land use that must be faced squarely--not by just a few individuals or agencies, but rather by an open process to assure consideration of the needs of the many, not just the wants of the few. This land use act mandates citizen involvement, at both the state and local levels. It requires every governmental body to give every citizen an opportunity to be involved in every state of the planning process. Much of the agency's energies has been spent in reviewing local citizen involvement programs and working with local governments to see that these opportunities for citizen participation are indeed present. Yet Oregon's Land Use Act is in grave danger of being repealed at the November election. Why?

There is of course more than one reason, but the major one is that too many people still look on land use planning as a conflict--private property rights vs. control by some governmental agency--when they should look on land use planning as a process for determining how we all can live most effectively and efficiently with nature and its resources.

Unfortunately, the selfish grab and conquer attitude still prevails with many of our citizens. I had a man stand up at one meeting I was chairing and shout: "I can do what I want with my land even if it's wrong--and there's nothing you or anyone else can do about it." He was applauded by most of the people in the room. Another time when I was speaking with an elderly gentleman who was expressing opposition to the state land use program, I asked him if he had any grandchildren. He admitted he did. I asked if he did not want to help assure them of a continuing supply of our vital natural resources. His response was: "To hell with my grandchildren. They can look after themselves. That's what I had to do." And I even had a state senator announce to me at a public meeting that he saw no need to protect agricultural land. Build on top of it. If later we discovered that we needed that land again for agricultural purposes, technology would figure out a way of reconstituting the soil. I suppose he's correct that technically it would be possible. But I certainly would not want to be around and be the housewife having to pay the prices for the food grown on that highly expensive soil.

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*Some accomplishments of Dorothy Anderson are:
- -One of the original seven Commissioners of the Land Conservation and Development Commission.
- -Former Legislative Chairman for Oregon League of Women Voters.
- -Active in supporting passage of SB 100, Oregon's Land Use Act, by the 1973 Legislature.
- -Former member of the Eugene-Springfield Oregon Plan Advisory Committee that developed the metropolitan-wide comprehensive plan for that area.

Proponents of repeal of Oregon's Land Use Act accuse the Act and the Commission of dictatorship over private property owners. I contend rather that these critics are indeed the dictators--petty dictators wanting absolute authority and supreme jurisdiction over their property no matter what the cost to their neighbors or to present and future needs of society. Where did these people pick up these attitudes? Or rather how did they fail to be introduced to other ways of looking upon land and their relationship to it? And how on earth do we change these attitudes?

Clearly we have a great deal of educating to do to convince our citizenry that a better perspective towards land use is how we can allocate our land and resources to benefit all of us while still providing for individual needs and diversity--shelter, security, open space, jobs, clean air, recreation, etc. We must overcome this urge to subjugate the land and resources and instead learn to cooperate with them.

It won't be easy, but I'm convinced it can be done. Our state commission began its initial task of developing statewide planning goals by holding workshops all over the state. Our theme was "Listen to the People, Listen to the Land." We asked the participants to discuss in small groups what they liked about their area, what they were concerned about, what they wanted most to see preserved, and what they liked most and wanted to see preserved in other parts of the state. For a state with the regional diversity of Oregon, the responses were surprisingly similar throughout the state. The planning goals reflect what we heard--protect agricultural and forest lands, fish and wildlife habitats, recreational and scenic resources, stop sprawl and wasteful use of the land, assure that public facilities will be planned to serve new developments. The problems come when these goals are applied to specific pieces of property--when it comes down to my land, my right to make the big buck ("After all, my neighbor down the road made a bundle on his land for development several years ago, it's only fair that I should be able to do the same."), my right to do exactly what I want with my property.

As I said earlier, citizen involvement is a major component of Oregon's Land Use Act. We tend to look on "citizen involvement" as that magic key to better land use. But to make that key work we first must arouse the interest of a substantial cross section of our citizenry. And then, even when we succeed in broadening the base of citizen participation, we must somehow keep all of us aware of the several hats we wear as "interested, involved citizens":

> as dwellers in an area or neighborhood concerned abour preserving or creating whatever qualities we perceive as important to that area;
>
> as taxpayers concerned about the most efficient use of public facilities and the tax dollar;
>
> as consumers of the jobs and goods that industry and commerce supply us, concerned about their availability and convenience;
>
> as recreationalists concerned about preserving our favorite scenic spots, hiking trails or fishing holes;
>
> and as landowners concerned about protecting our investment in our property.

Even if tomorrow we all achieved this appreciation of the many hats we wear as land users, conflicts would still exist. However the more successful we are at recognizing and acknowledging each other's differing needs and desires, the more easily we can achieve democracy's way to the best of all possible worlds, compromise and consensus.

Which brings me at long last to the title of my talk and the theme of your convention: "Education's Role in Land Use Planning. The need to arouse adults' interest and educate them to the various hats they wear as land users is obvious. Working in small groups at a neighborhood or area level seems to be most successful, in increasing awareness of the importance of land use decisions in our lives and in developing a better understanding of what's involved. Techniques and programs to arouse and maintain this interest and nurture objectivity are what you will be discussing in your concurrent sessions. I could not be more sincere in wishing you the best of luck in helping to widen the use of the more successful ones.

It's easier talking about education's role when dealing with children and young adults. Younger children especially are adept at cutting through preconceived notions and getting down to basics. Several years ago, before Oregon's Land Use Act was adopted, former Governor Tom McCall held a land use conference to develop interest in and support for a state land use planning program. One of the main speakers was a planning professor from the University of Illinois at Urbana. He gave a most stimulating slide presentation of an experimental program in the schools near there. He and his students worked with classes ranging, as I recall, from the 2nd through the 8th grades. The students in each class had a table model of the town in which they lived with everything removed but a river and a railroad that ran through it, and as a class project the children replanned the community. They had, of course, to learn and appreciate what comprised a community and how patterns of living as well as physical features could be used to logically shape its development. They had to consider not only what was important and essential to them but also what was important to other groups in the community. Understandably their bias towards parks and playgrounds came through, but still they had to "listen to the land and listen to each other" in designing their environment. After each class completed its own design it visited and viewed the other class projects. Interestingly, but not surprisingly, the 2nd graders were much less influenced by how their town was presently laid out and thus more innovative in redesigning it than the older children were. But they all learned a great deal about relating not only to their physical environment but also to each other in their use of the land.

Wednesday you will be hearing about various programs to stimulate and improve citizen participation. Two techniques I find particularly promising are land use planning simulations, where role-playing is used to help older children and adults develop a better appreciation of people's conflicting viewpoints, and the use of interested citizens of all ages in gathering physical inventory data. Lake Oswego, an Oregon city of 19,000, just completed a very thorough physical inventory of its city using mostly lay citizens in the effort. They not only learned a great deal about the land on which they lived but also had a useful product to show for their efforts--a rewarding experience for all of them.

Attitudes towards property rights will change slowly (someone recently predicted "with glacial slowness"). But change they must. Education does have an essential role--to open the eyes of the young and many more adults to this complex but fascinating world in which we live. To an awareness of not only the complexities of nature but also the complexities of people, our diverse personalities and needs. For only if such an awareness is successfully developed in most of us will we fulfill Jefferson's prediction of resources enough "for our descendants to the thousandth and ten-thousandth generation."

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MONDAY'S CONCURRENT SESSIONS

In order to understand some of the philosophies and management practices in the State of Oregon (some of which we will see on the field trip tomorrow) we need to be more familiar with the specific procedures used by different agencies in their planning programs.

This morning we have group leaders representing planning, organizations and agencies on the county and statewide level as well as federal and private.

The group leaders for each session will explain the steps their agency/organization goes through in putting together their management programs.

CONCURRENT SESSION 1. Department of Land Conservation and Development
John Gustafson, Oregon LCDC

The 1973 Oregon Land Use Act, Senate Bill 100 is the latest in a series of actions taken by the state of Oregon to promote comprehensive land use planning to assure the attainment of the highest level of livability for its citizens.

At the time Senate Bill 100 was passed, only three other states, Hawaii, Vermont, and Florida had passed similar legislation. By 1975, a total of seventeen states had passed some form of land use planning statute.

Senate Bill 100 created:

--The Land Conservation and Development Commission, a seven member lay body responsible for making land use policy decisions and the Department of Land Conservation and Development, the administrative arm of LCDC.

The Duties of the LCDC Are:

1. Develop state-wide land use planning goals and guidelines.

   Senate Bill 100 defines "goals" as regulations--"Goals are intended to carry the full force of authority of the state to achieve the purposes...The Act."

2. Coordinate activities of statewide significance.

   Senate Bill 100 lists: The planning and siting of public transportation facilities; sewerage and water supply systems; solid waste disposal sites and facilities; public schools.

3. Identify critical geographic areas for designation as critical areas of state concern and recommend appropriate management plans to the Legislature.

   Oregonians, at LCDC workshops, listed the following (and more) as possible critical areas: The Columbia River Gorge; Willamette River Greenway; Crater Lake; Mt. Hood; Metolius Deer Winter Range; etc.

4. Strengthen local planning through coordination of federal, state, and local activities and provide assistance to local units of government.

   A distinguishing feature of Oregon's land use program is its emphasis on comprehensive planning taking place at the local level in compliance with State goals (standards). State and federal agency plans must conform to the local comprehensive plan.

5. Assure widespread citizen involvement in all phases of land use planning process.

   Another hallmark of the Oregon land use program is its emphasis on citizen involvement. LCDC is charged with the responsibility of insuring that citizens are given the opportunity to participate in land use decisions throughout the entire comprehensive planning process.

   Additionally, the Legislature provided for a statutory advisory committee to the Commission to assist in the development of citizen involvement programs; their review and evaluation.

In 1974, LCDC set about its task of developing statewide land use goals and guidelines. To develop the goals, LCDC conducted twenty-eight public workshops in the spring, throughout the state. Citizens were asked to express their concerns about land and its use for the present and the future. They were asked to articulate how they wished to see the land managed; how it should be conserved and developed. Concurrent with the public workshops, the Commission met with local elected and appointed officials that were, or wuld be involved with comprehensive land use planning. In the fall of 1974, LCDC again conducted twenty-eight public workshops throughout the state. At these workshops, citizens were asked critique draft goal subjects which might again be further developed into statewide goals. Again, the Commission conducted meetings with local officials. By the date of adoption, LCDC had involved over 10,000 Oregonians in its development of statewide land use goals. More than 200,000 viewed television shows about the Oregon land use program.

It is the LCDC objective that all cities and counties in the state will have comprehensive plans in compliance with statewide goals by 1980. Eight jurisdictions have requested acknowledgements of compliance to date. One hundred and fifty-one have received more than three million dollars worth of planning assistance grants from LCDC and are compliance schedules. If the level of financial assistance to localjurisdications continues, the objective of having all comprehensive plans into compliance with statewide goals and guidelines by the end of 1980 will be obtained.

CONCURRENT SESSION 2. County Comprehensive Land Use Planning
Ardis Stevenson, Planning Coordinator, Division of Planning and Development, Department of Environmental Services, Multnomah County

Comprehensive County Land Use Planning sessions emphasized land use planning decisions, how they are made, how the public can participate, and how information/education affects decisions.

Because Oregon's Perspective on land use and citizen involvement differs from some other areas in the United States, it was explained that opportunities which Oregonians have to participate in planning decisions makes it important to provide education on what the planning process is and what it includes.

County Planning Process

Steps in the planning process are: (1) inventory data, (2) determine issues and goals, (3) consider alternative ways of reaching goals, (4) adopt a comprehensive plan (including map and text), (5) adopt implementation measures (zoning and subdivision ordinance, capital improvement program), (6) review and update.

Planning process decisions include land use (agriculture, residential, commercial, industrial) public facilities (sewer, water, etc.), recreation and open space; air, land and water quality, and transportation.

Decision Making Process - Policy Assessment Game

With this familiarity of land use planning content, participants were asked to react to three policy proposals assuming they read a small news item stating the policies, but with no additional information.

POLICY ASSESSMENT GAME

The following policies are being considered as a means to implementing land use plans. Consider each one and indicate if you think it should be adopted.

#1. Funds for Park Acquisition: Increase fee for residential building permits by $500/unit to provide funds for park acquisition.
Yes, adopt _____ No, don't adopt _____

#2. Density and Open Space: To preserve agricultural lands and open space enact zoning and housing regulations that double existing urban density, while at the same time providing no additional water or sewer service to rural areas.
Yes, adopt _____ No, don't adopt _____

#3. Private Property Rights: To protect private property rights enact no land use regulations that limit development.
Yes, adopt _____ No, don't adopt _____

ASSESS IMPACT OF POLICY DECISIONS

1. Rate each policy in terms of its impact on environmental, economic and social factors. On a scale of one to ten, use 10 for the most positive impact, 1 for the most negative, 5 for equally positive and negative or no effect. Consider all of the impacts of policy #1 before going on to policy #2 and #3.

2. Use the space at the right to check if additional information is needed.

| | Policy #1 Park Acq. | Policy #2 Density Open Space | Policy #3 Property Rights | More Info. |
|---|---|---|---|---|
| Preserve Open Space and/or Ag. Land | | | | |
| Reduce Pollution (air, noise, etc.) | | | | |
| Conserve Energy | | | | |
| Improve Employment Opportunities | | | | |
| Decrease Government's Capitol Expenditures | | | | |
| Reduce Cost of Housing | | | | |
| Increase Land Values | | | | |
| Discourage Urban Sprawl | | | | |
| Reduce Crime | | | | |
| Reduce Transportation Costs | | | | |
| Total | | | | |

EDUCATIONAL NEEDS

Discuss what information/education would have assisted in assessing impacts of policies, who should provide it (schools, government, private interests, etc., and how it should be conveyed.)

| Info/Ed. Need | Who Provides | How |
|---|---|---|

The presentation continued with some examples of both successful and unsuccessful public involvement in land use decisions. Successes included public understanding of consequences and governmental understanding of community values and priorities. In the unsuccessful example, citizens were given no information on "the need" or consequences, and local government ignored citizen values.

Participants then formed small groups to assess the impacts of the policies they had reacted to earlier. Assuming that the topics listed were community values, each small group was asked to assess the affect that each policy would have on each "value" and reach a consensus on the scoring for each. Space was provided to rate where more information was necessary. Points for each policy were added. A score of more than 50 points would indicate impacts more positive than negative, and therefore a policy which should be adopted.

After all groups completed assessment of all three policies, they were asked, "When you reacted to Policy #1 individually, how many of you thought it should be adopted"? Then, "When you assessed the impacts of policy #1, how many groups scored it with 50 points or more"? The same questions were asked for policies #2 and #3, and strong differences in assessments among groups were discussed.

Education Role: Was discussed by the total group in terms of information lacking in policy consideration and in terms of shaping community values.

Conclusions: Initial reaction to policies differed from opinion based on assessment of impacts. Approximately 30% of participants changed their initial position. In addition, group discussion provided additional information and modification of position ("trade-offs"). The exercise provided education on the complexity of issues.

CONCURRENT SESSION 3. Land Use Planning by the Bureau of Land Management
Phil Hamilton, BLM

The Bureau of Land Management, in the U.S. Department of the Interior, administers over 170 million acres of land nationally, excluding Alaska, and including 15.7 million acres in Oregon.

The Bureau's planning system is focused on geographic areas called planning units. Before effective planning can begin for these areas, there must be an adequate inventory of the resources that they possess. The first steps in the planning process are collectively referred to as the Unit Resource Analysis. Initially, all data descriptive of the existing situation on the ground are arrayed on base maps, overlays and tables, and discussed in narratives. In developing this information, we solicit input from both professionals and the general public. Public comments are solicited both at meetings with interest groups and at public sessions publicized in advance in the media. Our approach will vary depending on the population density and level of controversy in an area.

Next, we project the optimum production and use potential, in the planning area, for each of seven resources. These seven are livestock forage, timber, wildlife, recreation, minerals, watershed and land. Only technical feasibility constrains the identification of this potential at this stage. Here again public and professional comment are solicited.

Also portrayed are all social and economic data relevant to BLM decisions. This information will be descriptive of an area larger than the planning area itself. It will include communities and industries dependent economically on products from the planning area as well as describing those who use or value the lands in ways not easily measured in dollars.

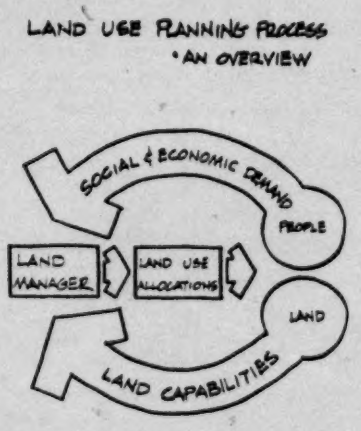
With all this information set out, we then move on to development of the Management Framework Plan. The first step here is recommendation of an optimum plan for each of the seven resources mentioned previously. This plan for each resource does not consider the demands of any other resource. It is based on technical feasibility, Bureau policy, social and economic demand, and public input. Recommendations for protection of resources will be included, as well as those for their development or production. In the narrative for this step, each recommendation is supported by a statement of the rationale behind it, rationales which tie back frequently to the economic and social demands previously discussed. Some recommendations apply to the entire planning area, but usually most are specific to certain discrete, identifiable portions of the area. These are all portrayed on map overlays, so the recommendations for various resources can be compared, to identify conflicts.

Typically, the process just described will identify a number of conflicts among the recommendations for the seven resources. After identification of these conflicts is a key time for obtaining public comment. Resolution of the conflicts may be a matter of compromise, leading to seasonal or cyclical adjustments in some of the original recommendations. It will also, on occasion, require one resource to yield completely in a given area.

The resolution of the conflicts results in a policy decision by the individual with delegated authority for management of the land. This decision, however, is not final, as the plan is a dynamic document, subject to modification as more data is obtained, or as public attitudes or the constraints of law may change.

Land Use Planning in the Pacific Northwest
John Poppino, (Region 6) U.S. Forest Service

Land use planning in the Forest Service attempts to identify social and economic demands, land capabilities, and reasonable alternatives for using the resources to meet the demands. In doing this, the land manager frequently finds himself "the man in the middle" when it comes time to make a decision concerning conflicting land uses.




Authorization for management and planning on National Forests goes back to the Organic Act of 1897 which established Forest Reserves and called for their portection and management primarily for timber and water. The Multiple Use Sustained Yield Act of 1960 was also a significant law which called for the management of Forest and relate areas in a manner that will conserve the resource basic land resource itself; while at the same time producing high level sustained yields of water, timber, recreation, wildlife, and forage harmoniously blended for the use and benefit of the greatest number of people. The Wilderness Act of 1964 established a National Wilderness Preservation System, and gave Congressional recognition to wilderness and wild areas on the National Forests. It also provided for a study of other areas as potential additions to the wilderness system. The National Environmental Policy Act of 1969 (NEPA) calls for environmental impact statements to be prepared for significant Federal actions. These statements are to be prepared by multi-discipline teams incorporating natural resource, social, and political as well as the design arts skills in the analysis phase. Minimum public involvement procedures are also spelled out in NEPA.

To facilitate the planning process, the Region has been subdivided into six planning areas; three on the West side of the Cascade Mountains and three on the East side. The areas delineate the different social and economic situations as well as the different vegetative types in the Region.

The 19 National Forests have been subdivided into 97 planning units ranging from one planning unit per National Forest to a total of 16. Four planning units per Forest is about the average. The process outlined is the "typical" National Forest planning process with an indication of the type of public response expected at the various steps in the process.

1. ESTABLISH PLANNING OBJECTIVES AND UNIT OBJECTIVES:

   The land manager and the planning team get together and determine what it is that they want the land use plan to accomplish. At this point they announce to the public that land use planning is about to start on this particular planning unit, identify the expected timetable for the process, and ask the question: "Do you know something that we should consider in developing the plan for the unit?"

   Resource analysis units or ecological land units are identified for the study area. These units are generally passed on soil and vegetative characteristics found on the planning unit.

2. DEFINE ACTIVITIES THAT CAN TAKE PLACE ON RESOURCE ANALYSIS UNITS:

   The Planning Team determines various activities that can occur on the unit; activities like campgrounds, timber harvest, grazing, water yield improvements or water quality improvements. As they identify the activities that can take place, they also look at the inventory of land capability and environmental constraints; and develop rules for the conduct of the activities that they propose so that the activities will be conducted in an environmentally sound manner.

   It is at this point that they ask some questions to the interested public: "How do you think this area should be managed? Does the land have some limitations that we might not be aware of? Are there some interactions between and among these resources that may limit different activities?"

   The Planning Team will then identify the consequences of various activities, and how these consequences would affect resource outputs or use opportunities.

3. CONDUCT UNIT ANALYSIS:

   At this point, the team establishes alternative sets of objectives and constraints for the entire planning unit; and calculates levels of output associated with each alternative set of objectives and constraints. In doing this they might also calculate the number of acres devoted to each activity required to meet the levels of product output and use opportunity identified in the objective establishment step. It is at this point that the question: "Are there other ways to manage this land?" is asked.

4. CONDUCT ENVIRONMENTAL ANALYSIS:

   The planning team using the unit analysis information developed in the previous step will identify on a map the location of these various activities, and display how the area would be allocated to various uses. They are then able to evaluate the social, economic, and environmental consequences of the alternative land use arrangements. The public is then asked: "Have we considered all of the factors in these alternatives?"

   The public contact up to this point has generally been on an informal basis, frequently with letters, news releases, or working with various interest groups. Even in remote rural areas, it is not too difficult to get a spectrum of interest group participation at this stage of land use planning. We have had limited success in the use of public meetings as a public participation activity in the land use planning process.

5. DRAFT ENVIRONMENTAL IMPACT STATEMENT:

   This is the first step where formal public involvement is required by law. The Draft Environmental Statement is submitted to the Council on Environmental Quality (CEQ) and then released for public review. The Draft will contain a discussion of the alternatives considered. It may or may not have a preferred alternative. The public generally has 30 to 90 days to review the Draft and comment to the responsible official.

6. FINAL ENVIRONMENTAL IMPACT STATEMENT:

   This document is also submitted to CEQ and then released for public review. It will contain a proposed action, analysis of alternatives, and response to the public comment received in the review of the Draft statement. It is the responsibility of the responsible officer to consider public comment and make any necessary adjustments in the proposal. He must wait at least 30 days before implementing the decision. This period allows the public to respond to the proposal, and for him to make any minor modifications that may be appropriate prior to the next step.

7. DECISION:

   It is at this point that the land manager finds himself "the man in the middle". He has made a decision that probably will not please everybody. In fact he may come to believe that it did not please anybody. If that is the case, we go to step eight.

8. APPEAL PROCESS (36CFR-211.2):

This administrative process provides for agency review by the decision maker, and line officers two levels above him. While legally we are only required to "go public" at the draft environmental impact statement step, we find it much more suitable to actively involve the interested public in the entire process, and incorporate their ideas along with ours in the development of the plan instead of going through the process and then having to return to "square one" to start over after we found that our assumptions did not match with those of the land owners. The planning process is dynamic and subject to change as new and additional information becomes available.

Summary of Corps of Engineers Participation
Ray Jaren, U.S. Corps of Army Engineers

A brief sketch of Crops historical involvement in water resources planning and development was provided. Information was provided to describe the extent of Crops projects and land ownership nationwide, especially in comparison with the U.S. Forest Service and Bureau of Land Management, two major Federal land management agencies participating in the conference. The need for land use planning for Corps owned reservoir project lands was explained, with a description of the "master Planning" process and its product, a "Master Plan" report. A specific example, the Dalles Dam, was selected to demonstrate the results of the master planning process. Slides of the project area and maps and graphics taken from the Dalles Dam master plan were shown to illustrate the types of land use allocations and actual uses being made of Corps reservoir lands, in addition to those required for project operations.

Summary of the Comparisons of the Land Use Planning Approaches of Forest Service, Corps of Army Engineers, BLM

Similarities between 3 approaches:

Basic sequences: Overlays - planning
Public input
Appeals
Hearings - (between two)

All Land Managers concerned with planning and public land - and input from public in various degrees; many of the steps in process are similar.

All use multiple use and other related laws, or maybe I should say they are all cognizant of the legal approach.

All involve public involvement (although not at exactly same stages). Progressive planning steps.

Land Use Places - dynamic, not static
Citizen input at onset of planning
Draft and final EIS (Public input)
Recreation - wildlife habitat management common

BLM and USFS seem to have a similar sequence

All use public participation in planning process

Differences between 3 approaches:

Corps location and installation major emphasis - forests
Local - area differences in Forest Service - BLM can dispose of land more easily for "higher" use. Not permanent commitment is multiple use

Forest Service Congress seems to have greater control
Corps of Engineers doesn't seem as concerned about public input and environmental effects as others
BLM seems very concerned about environmental effects and National Forest Service is also, but timber production plays a big part with the National Forest Service - are there any local public input or hearings before timber sales?
BLM - interesting how different hearings are held in smaller/larger populated areas - insight

Some have other areas of greater interest

Corps involves public later
Corps emphasis more closely tied to economics than social elements
Corps opportunities for adjustment, compromise are limited
Corps not so dependent on broad land capabilities

FS and BLM - 1st item is public input
BLM - Public input initially from organized interest groups
Corps - not large land owner compared to FS and BLM

The Corps does not seem to have as much public involvement. Also, how can the do an EIS without a Master Plan?
Both BLM and USFS seem to have much public involvement and a good sequence

Depends on area managers.

Some ways education can help people better understand these 3 approaches:

Help inform all people of their interests within local - national decision area. Help encourage greater and more informed participation in the process - a citizenship responsibility. Develop more effective methods of education, i.e., simulations - study resources usage.

I feel people need to know more about all three agencies; especially BLM and Corps of Engineers. What, maybe a national public information program? A truck with information in it to travel around the country - television documentaries/public slide tape shows - schools, etc. People need to know all sides to help them make decisions, and it's still hard.

That they are actually pursued in earnest, and that people (laymen) are actually a part of this process, and should participate.

Familiarize public with nature and significance of specific and general elements of environment. Give public a base for meaningful, knowledgeable involvement. Familiarize people with opportunities and responsibility for involvement in land use planning processes.

1. Encourage public participation in planning and review processes called for - BOT from an educated position, i.e., do your homework before you go.

2. Encourage open-minded but critical consideration of projected land use plans being presented.

3. Acquaint people with these processes and the times, places and methods of public input PRIOR to the "locked in" plan level.

Public input and awareness of issues. Awareness of ecological impacts. Understand alternatives where competing uses involved.

Adult education courses - using resource people. Field trips to areas managed by these agencies to make students aware of what is happening in these areas.

Resource persons in schools, etc. Develop simulations to be used at various education levels going through processes. Approach citizen groups with the above.

Are these approaches taught in High School curriculums? They should be.

More meetings like this.

CONCURRENT SESSION 4. Industrial and Corporate Land Use Planning
Lynn Engdahl, Executive Director, Western Environmental Trade Association, Inc.

The meetings, both sessions, opened with Western Environmental Trade Association explaining industry's point of view. We described first, the importance of industry planning for their own lands; second, governmental restrictions as it pertains to public planning on their lands; third, the industry's concern with the plans made on adjacent public lands; and fourth, of course, from the timber industry, the restrictions being placed on the timber cut as a result of planning on public land.

This was followed by breaking down the group into a number of subsets as described in the Case Study that follows. Then we went through a game having to do with a specific siting of a piece of property, and the decisions that would have to be made, and the permits that would have to be obtained. In both sessions this took about an hour, after which a series of questions and answers resulted in the hope for awareness on the part of the participants as to the economic impact of discussions and decisions made by planners.

In both cases, the concept of eminent domain, or the responsibility of the agency to deal with renumeration to the affected parties surfaced; and in both cases, it was the feeling of the group that an affected party should be repaid for the activity that the planners cause, or the restrictions that the planners cause on the land.

The final line presented by Western Environmental Trade Association was that we hoped sincerely that this group of people did not make snap land use planning decisions based upon insufficient data. In both morning and afternoon sessions the participants assured us we were dealing with professionals and that no one would make recommendations until they had complete information and adequate time to consider activities.

LAND USE CASE STUDY:

Several years ago you and your wife purchased a four acre parcel of land along a river, opposite a federally owned forest. At the time of your purchase you decided to hold the land until you retired and then build a small retirement home. Currently there is no dedicated right-of-way for access.

Time has passed and you now decide to develop the property for your retirement. You would like to build a small one-bedroom home on half the property and give the remaining two acres to your daughter. Since you are on a river, you would like to have a small boat dock so that you can tie-up a row boat that you plan to use for fishing.

What are the permits, cost, and time restrictions on building your retirement home?

OWNER: Visit local planning department to determine zoning and what permits are necessary.

PLANNING DEPARTMENT: Your land is currently zoned "forest protection". You cannot build on lot sizes less than 40 acres. If you wish to develop you have two alternatives:

a. You may request a plan amendment to allow small lot development as a conditional use under the plan designation, or
b. You may request the plan be amended and have the area redesignated as rural housing.

OWNER: You complete the necessary paper work and the Planning Department sets a hearing for your proposed plan amendment.

ALL: Discussion of the proposed amendment.

RESULTS: Plan amendment granted.

OWNER: Meet with the Neighborhood Advisory Committee to discuss your proposed development. This Committee will make a recommendation to the Planning Commission on your proposed request.

NEIGHBORS: Discuss the proposed development with the owner.

OWNER: Having obtained the necessary plan amendment, the land must be rezoned. Owner goes before the Planning Commission to request a zone change so the zoning will be in compliance with the amendment.

PLANNING COMMISSION: The owner has presented his zoning request to the Planning Commission through a Hearing Officer. The Hearings Officer recommends that the zone change be granted. Before acting the Planning Commission calls upon the neighborhood organization for their comments.

NEIGHBORS: Present their opinions to the Planning Commission.

PLANNING COMMISSION: Rules on zone change request.

RESULTS: If the Planning Commission denies your request you may appeal to the Board of County Commissioners. If they in turn deny your request you may appeal to the County Circuit Court through a writ of review. At the same time you may also appeal to the Land Conservation and Development Commission.

COUNTY BOARD OF COMMISSIONERS: Review applicants request for a zone change. If they deny continue as follows:

LAND CONSERVATION AND DEVELOPMENT COMMISSION: Petition is registered before the Land Conservation and Development Commission. Within 10 days notice of hearing is filed, and then applicant appears before a hearings officer. Hearings Officer makes recommendations to the LCDC which makes a ruling. The LCDC may rule on the appeal, set additional hearings, refer the petition back to the hearings officer or postpone decision at this time.

COURT: If petition denied you make take your appeal to the courts for final decision.

ZONING/APPEAL GRANTED: At the time that the zoning request is approved applicant continues.

OWNER: Prepare preliminary plot plan with architect. Also complete paper work to subdivide your property.

PLANNING COMMISSION: The Planning Commission has the authority to control and regulate specified divisions of land by administrative procedure, major and minor petitions are reviewed by the planning commision and/or hearings officer. Planning Commission rules on the subdivision of the applicants land.

OWNER: You are now ready to proceed to acquire your building permits.

PLUMBING PERMIT: A plumbing permit is required for installation, construction, or repair of any plumbing or sewage system, water supply system, sewage disposal system, etc.

ELECTRICAL PERMIT: Before any electrical materials may be installed or repaired, a permit must be obtained.

HEATING AND VENTILATION PERMIT: Same as above.

BUILDING PERMIT: Same as above.

OWNER: You are now ready to build but you have no way to get on to your property so you request the Planning Commission to dedicate a small portion of your land as a permanent right-of-way from the adjacent county road.

PLANNING COMMISSION: Review application for the access right-of-way.

OWNER: Receives permission to have access right-of-way. You must now obtain a permit to construct your driveway.

DRIVEWAY PERMIT: You need a permit to excavate for construction or reconstruction of a driveway or sidewalk, and a permit for material filling or excavating in the street area adjacent to the county road.

OWNER: You are too distant from urban sewer service so you will have to install a septic tank system. You must obtain the necessary permits prior to construction.

DEPARTMENT OF ENVIRONMENTAL QUALITY: A permit is required for construction of all subsurface sewage disposal systems. Applicant is required to obtain or provide:

1. Site evaluation and land feasibility study;
2. Construction permit; and
3. Certification of satisfactory completion.

OWNER: You had originally planned to take water from the river, however, you learn this will not be permitted. Therefore, you need a water supply permit.

BOUNDARY COMMISSION: The Boundary Commission has the authority to grant approval for a water supply permit.

OWNER: You need to obtain a drilling permit for both the test water hole and the well from the county engineer.

OWNER: You just learned that a permit is necessary from the Fish and Game Commission.

FISH AND GAME COMMISION: Approval of the Fish and Game Commission is necessary for all developments along waterways. This approval would apply to your dock and possibly your house depending upon how close you build to the river.

OWNER: You need permits to put in utility poles for electricity and lighting of the driveway. Apply to the County Engineer.

OWNER: You need permits for cleaning up along the river banks for your dock and to improve the landscape.

DIVISION OF STATE LANDS: A permit is required from the Division of State Lands for fill or removal of any material from the beds or banks of any waters of the state as well as a lease agreement for submerged or submersible lands.

OWNER: You need to put in a bulk oil storage tank for heating your home. The following permits are necessary:

BULK OIL STORAGE PERMIT
FIRE ALARM PERMIT
LIQUID STORAGE TANK PERMIT - STATIONARY
CITY FIRE MARSHALL INSPECTION AND CERTIFICATION

PLANNING COMMISSION: Owner presents plans to the Planning Commission and Neighborhood Organization for design review. Collectively determine beauty.

OWNER: The Planning Commission asks if your plans for the boat dock have been approved by the Corps of Engineers. Owner remarks that he did not know it was necessary.

CORPS OF ENGINEERS: A permit is required for docks, dredging and filling. A public hearing will be required after you file your environmental impact statement.

ENVIRONMENTAL PROTECTION AGENCY: Review of Army Corps 404 Permit application and environmental impact statement.

ENVIRONMENTALISTS: Present comments at the public hearings.

OWNER: A student research group has located a potential wildlife habitat on the federal lands opposite your property.

ENVIRONMENTALISTS: Seek out federal owners and request that the land opposite your proposed home be set aside as a scientific and natural resource areas. They are concerned that your home will prevent full utilization of the federal lands for the wildlife reserve they propose. As a result they bring a law suit challenging the adequacy of the environmental impact statement that you prepared. Proceed to courts.

COURTS: Owner and Environmentalists present arguments. If you win all appeals commence building. If you lose try finding a condominium for your retirement home.

CONCURRENT SESSION 5: Land Use Planning and Public Involvement in Local Programs
John P. Higgins, Resource Conservationist, SCS, Hillsboro
Jonne Hower, Writer - Editor, SCS, Portland

Objective: Participants will gain knowledge of technical assistance and natural resources data available to help landowners and local governments plan land uses and will explore ways educators can become involved in and assist the land use planning process.

Activity: Participants will use soil inventory data to develop soil interpretations for at least one land use and will decide land use on a section of land.

TASK A (Work by yourself)

Read the background information and then list some possible uses of the farmland.

"One square mile of actively farmed land with some rural home development located three miles from a city and adjacent to a stream corridor."

Background Information: The nearby city has a population of 15,000 that is increasing. There is an expanding suburban fringe. There is an expanding urban area ten miles to the west of about 500,000 population.

The land to the north and south is mainly farmland. To the east is a stream corridor used by recreationists. The land to the east is forested and contains major summer and winter recreation areas.

The sewage treatment plant and garbage disposal area are overloaded. The citizens are concerned about maintaining a scenic regional environment.

The city is within a regional council of governments (regional planning agency). State law requires all communities to have land use plans that meet state specified goals and objectives and that have ordinances to implement the plans.

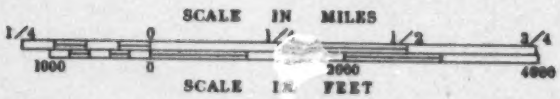
List possible uses of the land below:

TASK B: Group _____ Category of Land Use _____

Your task is to interpret and evaluate the soils data, determine areas most suitable for the land use category and draw a land use map on the aerial photo and large sheet of paper provided. You may decide land use on the entire section of land if you have sufficient time.

1. Note soil mapping symbol on soil map (pg. 20).
2. Refer to soil data sheet for information about the soil mapping unit needed to make interpretation for the land use (pg. 21).
3. Refer to soil limitation sheet to make interpretation for land use (pgs. 21 and 22).
4. Record soil interpretation rating (slight, moderate, severe; or good, fair, poor) and major limitation for each soil mapping unit on the worksheet (pg. 23).
5. Analyze interpretations and decide suitable areas for the land use .
6. Decide land use(s) for other areas if you have sufficient time.
7. If time permits, discuss and list other information or data that you discovered that you needed to know or needed to consider to make good land use decisions.

(from: USDA - Soil Conservation Service, Aug. 1976)




SOUTHEASTERN
MULTNOMAH COUNTY, OREGON

SOIL & CAPABILITY MAP

PLAN MAP

## SOIL DATA SHEET

| SOIL SYMBOL AND SOIL MAPPING UNIT | TEXTURE | SLOPE (Average Slope) | DEPTH TO BEDROCK | DEPTH TO WATERTABLE | FLOODING | AVAILABLE WATER FOR PLANTS | PERMEABILITY | STONES ON SURFACE | DRAINAGE CLASS | SHRINK-SWELL POTENTIAL | UNIFIED SOIL GROUP | EROSION HAZARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5B Cazadero | Silty Clay Loam | 0 to 8% (4%) | More than 60 in. | More than 72 in. | None | 22 to 24 in. | Moderately Slow | None | Well Drained | Moderate | ML | Slight |
| 5C Cazadero | Silty Clay Loam | 8 to 15% (12%) | More than 60 in. | More than 72 in. | None | 22 to 24 in. | Moderately Slow | None | Well Drained | Moderate | ML | Moderate |
| 12C Aschoff | Cobbly Loam | 5 to 30% (17%) | More than 48 in. | More than 72 in. | None | 21 to 26 in. | Moderate | Many | Well Drained | Low | GM-GC | High |
| 12F Aschoff | Cobbly Loam | 60 to 80% (70%) | More than 48 in. | More than 72 in. | None | 21 to 26 in. | Moderate | Many | Well Drained | Low | GM-GC | High |
| 14A Latourell | Loam | 0 to 3% (2%) | More than 60 in. | More than 72 in. | None | 22 to 26 in. | Moderate | None | Well Drained | Low | ML | Slight |
| 14B Latourell | Loam | 3 to 8% (6%) | More than 60 in. | More than 72 in. | None | 22 to 26 in. | Moderate | None | Well Drained | Low | ML | Moderate |
| 14C Latourell | Loam | 8 to 15% (12%) | More than 60 in. | More than 72 in. | None | 22 to 26 in. | Moderate | None | Well Drained | Low | ML | Moderate |
| 15B Mershon | Silt Loam | 0 to 8% (4%) | More than 60 in. | 40 to 60 in. | None | 11 to 13 in. | Moderately Slow | None | Moderately Well Drained | Low | ML | Slight |
| 15C Mershon | Silt Loam | 8 to 15% (12%) | More than 60 in. | 40 to 60 in. | None | 11 to 13 in. | Moderately Slow | None | Moderately Well Drained | Low | ML | Moderate |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] Drained | [illegible] | CL-ML | Slight |
| 21B Powell | Silt Loam | 3 to 8% (6%) | More than 60 in. | 18 to 24 in. | None | 17 to 19 in. | Moderately Slow | None | Somewhat Poorly Drained | Low | CL-ML | Slight |
| 45A & 45B Wollent | Silt Loam | 0 to 3% (2%) | More than 60 in. | 0 to 10 in. | Occasional | 18 to 20 in. | Moderately Slow | None | Poorly Drained | Low | CL-ML | Slight |

USDA - Soil Conservation Service
August 1976

SOIL LIMITATIONS FOR:

### SEPTIC TANK ABSORPTION FIELDS

| ITEMS AFFECTING USE | SLIGHT | MODERATE | SEVERE |
|---|---|---|---|
| Slope | 0 to 8 percent | 8 to 15 percent | More than 15 percent |
| Depth to bedrock | More than 72 in. | 48 to 72 in. | Less than 48 in. |
| Depth to watertable | More than 72 in. | 48 to 72 in. | Less than 48 in. |
| Flooding | None | Rare | Occasional or frequent |
| Permeability | Rapid* to upper end of moderate | Lower end of moderate | Moderately slow and slow |

* May pollute groundwater

### DWELLINGS (WITHOUT BASEMENTS)

| ITEMS AFFECTING USE | SLIGHT | MODERATE | SEVERE |
|---|---|---|---|
| Slope | 0 to 8 percent | 8 to 15 percent | More than 15 percent |
| Depth to bedrock | More than 40 in. | 20 to 40 in. | Less than 20 in. |
| Depth to watertable | More than 30 in. | 20 to 30 in. | Less than 20 in. |
| Flooding | None | None | Rare, occasional, or frequent |
| Soil drainage class | Excessively drained to moderately well drained | Somewhat poorly drained | Poorly drained and very poorly drained |
| Shrink-swell potential | Low | Moderate | High |
| Unified Soil Group | GW, GP, SW, SP, ML, GM, GC, SM, SC | CL | CH, MH, OL, OH |

LOCAL ROADS AND STREETS

| ITEMS AFFECTING USE | SLIGHT | MODERATE | SEVERE |
|---|---|---|---|
| Slope | 0 to 8 percent | 8 to 15 percent | More than 15 percent |
| Depth to bedrock | More than 40 in. | 20 to 40 in. | Less than 20 in. |
| Flooding | None | Less than once in 5 years | More than once in 5 years |
| Soil drainage class | Excessively drained to moderately well drained | Somewhat poorly drained | Poorly drained and very poorly drained |
| Shrink-swell potential | Low | Moderate | High |
| Unified Soil Group | GW, GP, SW, SP, GM, GC, SM, SC | ML | CL, CH, MH, OH, OL, P+ |

FARMING

| ITEMS AFFECTING USE | GOOD | FAIR | POOR |
|---|---|---|---|
| Slope | 0 to 12 percent | 12 to 20 percent | More than 20 percent |
| Depth to bedrock | More than 40 in. | 20 to 40 in. | Less than 20 in. |
| Depth to watertable | More than 30 in. | 10 to 30 in. | Less than 10 in. |
| Flooding | None | Winter | Summer |
| Texture | Sandy loam, fine sandy loam, silt loam, silty clay loam | Very fine sandy loam, silty clay | Sand, clay |
| Stones on surface | Few | Moderate | Many |
| Available water for plants | More than 16 in. | 6 to 16 in. | Less than 6 in. |
| Erosion hazard | Slight | Moderate | Severe |

CAMP AREAS

| ITEMS AFFECTING USE | SLIGHT | MODERATE | SEVERE |
|---|---|---|---|
| Slope | 0 to 7 percent | 7 to 12 percent | More than 12 percent |
| Depth to watertable | More than 30 in. | 20 to 30 in. | Less than 20 in. |
| Flooding | None | None during season of use | Floods during season of use |
| Texture | Sandy loam, fine sandy loam, silt loam, loam | Clay loam, silty clay loam, loamy sand | Silty clay, clay, sand, peat |
| Stones on surface | None to few | Moderate | Many |
| Permeability | Very rapid to moderate | Moderately slow to slow | Very slow |

# W O R K S H E E T

## INTERPRETATION FOR

| SOIL SYMBOL AND SOIL MAPPING UNIT | SLOPE (Average Slope) | U R B A N | | | FARMING W/O IRRIGATION | CAMP AREAS |
|---|---|---|---|---|---|---|
| | | SEPTIC TANK ABSORPTION FIELDS | DWELLINGS W/O BASEMENTS | LOCAL ROADS AND STREETS | | |
| 5B Cazadero | 0 to 8% (4%) | | | | | |
| 5C Cazadero | 8 to 15% (12%) | | | | | |
| 12C Aschoff | 5 to 30% (17%) | | | | | |
| 12F Aschoff | 60 to 80% (70%) | | | | | |
| 14A Latourell | 0 to 3% (2%) | | | | | |
| 14B Latourell | 3 to 8% (6%) | | | | | |
| 14C Latourell | 8 to 15% (12%) | | | | | |
| 15B Mershon | 0 to 8% (4%) | | | | | |
| 15C Mershon | 8 to 15% (12%) | | | | | |
| 21A Powell | 0 to 3% (2%) | | | | | |
| 21B Powell | 3 to 8% (6%) | | | | | |
| 45A & 45B Wollent | 0 to 3% (2%) | | | | | |

## INTERPRETATION FOR

| SOIL SYMBOL AND SOIL MAPPING UNIT | SLOPE (Average Slope) | U R B A N | | | FARMING W/O IRRIGATION | CAMP AREAS |
|---|---|---|---|---|---|---|
| | | SEPTIC TANK ABSORPTION FIELDS | DWELLINGS W/O BASEMENTS | LOCAL ROADS AND STREETS | | |
| 5B Cazadero | 0 to 8% (4%) | Severe *Percolates slowly* | Moderate *Shrink-swell potential* | Moderate *Low strength, Shrink-swell* | Good | Moderate *Too clayey, Percolates slowly* |
| 5C Cazadero | 8 to 15% (12%) | Severe *Percolates slowly* | Moderate *Shrink-swell potential, slope* | Moderate *Low strength, Shrink-swell* | Fair *Erosion hazard* | Moderate *Too clayey, percolates slowly, slope* |
| 12C Aschoff | 5 to 30% (17%) | Severe *Slope and bedrock* | Severe *Slope* | Severe *Slope* | Poor *Slope, stony* | Severe *Many stones, slope* |
| 12F Aschoff | 60 to 80% (70%) | Severe *Slope* | Severe *Slope* | Severe *Slope* | Poor *Slope, stony* | Severe *Many stones, slope* |
| 14A Latourell | 0 to 3% (2%) | Slight | Slight | Moderate *Low strength* | Good | Slight |
| 14B Latourell | 3 to 8% (6%) | Slight | Slight | Moderate *Low strength* | Fair *Erosion hazard* | Slight |
| 14C Latourell | 8 to 15% (12%) | Moderate *Slope* | Moderate *Slope* | Moderate *Low strength, Slope* | Fair *Erosion hazard* | Moderate *Slope* |
| 15B Mershon | 0 to 8% (4%) | Severe *Percolates slowly* | Slight | Moderate *Low strength* | Good | Moderate *Percolates slowly* |
| 15C Mershon | 8 to 15% (12%) | Severe *Percolates slowly* | Moderate *Slope* | Moderate *Low strength, Slope* | Fair *Erosion hazard* | Moderate *Percolates slowly* |
| 21A Powell | 0 to 3% (2%) | Severe *Wet, Percolates slowly* | Moderate *Wet, Low strength* | Moderate *Wet, Low strength* | Fair *Wet* | Moderate *Wet, Percolates slowly* |
| 21B Powell | 3 to 8% (6%) | Severe *Wet, Percolates slowly* | Moderate *Wet, Low strength* | Moderate *Wet, Low strength* | Fair *Wet* | Moderate *Wet, Percolates slowly* |
| 45A & 45B Wollent | 0 to 3% (2%) | Severe *Wet, Percolates slowly* | Severe *Wet, Floods* | Severe *Wet, Low strength* | Poor *Wet* | Poor *Wet* |
| Most favorable for land use | | Latourell, 0 to 8% | Latourell, 0 to 8% Mershon, 0 to 8% | Latourell, 0 to 8% Mershon, 0 to 8% | Cazadero, 0 to 8% Latourell, 0 to 3% Mershon, 0 to 8% | Latourell, 0 to 8% |



USDA - Soil Conservation Service
August 1976

Tuesday, August 17 Field Trip

Purpose: Analyze one land use planning area including taking a tour to make interpretations about existing land uses, conflicts and issues and then make recommendations about future use and management of area.

8:30 Leave University of Portland to I80N up Columbia River Gorge.

9:15 All buses take Troutdale exit, drive through Troutdale, cross Sandy River, turn left and re-enter I80N Freeway at Lewis and Clark State Park.

Bus #1 stop in Troutdale.

9:40 All buses leave I80N freeway at Bridal Veil and take old Highway. All buses stop at Multnomah Falls for 30 minute stop. (Tell people 20 min.)

Bus #2 stop at Wahkeena (Wahkeena/Multnomah Falls).

10:30 All buses re-enter I80N freeway at Warrendale, proceed east to Bonneville Dam. All buses exit freeway and drive through Bonneville Dam. Re-enter freeway and drive to Cascade Locks. All buses exist freeway and drive through Cascade Locks including the Marine Park.

Bus #3 stop at Bonneville Dam and Cascade Locks.

11:15 All buses leave freeway at Hood River (Westcliff Drive exist) and drive through Hood River, to Highway 35 junction.

Bus #4 stop in downtown Hood River.

11:30 All buses leave Highway 35 at Panorama Point exit (to left off Highway 35 about 1/2 mile south (be watchful) of where buses enter Highway 35). All buses stop at Panorama Point. Stop about 20 minutes. Then take buses back to Highway 35.

12:40 All buses pull into Pocket Creek Road. (East off Highway 35, one mile south of Robinhood Campground) all buses drive 2-1/2 miles to bus turnaround and then proceed back to Highway 35. Schedule time for people to get out and look at trees, mountain.

Bus #5 stop at Pocket Creek.

1:20 All buses proceed to Government Camp junction with Timberline Road (now on Highway 26). All buses take road up to Timberline Lodge, where each bus will be met by a Forest Service naturalist for short tour of Lodge. Scheduled stop 45 minutes; tour 30 minutes, with stop longer depending on time.

2:30 All buses proceed back to Highway 26 and Government Camp. Drive through Government Camp and Multorpor Ski Bowl.

Bus #6 stop at Government Camp.

2:45 All buses proceed down Highway 26 to Rhododendron. At east end of Rhododendron, take FS Road 20 (to left). Drive through summer homes to Road 10 junction (not marked). Turn right and drive down Road 10, back to Highway 26.

3:15 All buses leave Highway 26 at Hoodland Shopping Center (Welches Road). Drive down Welches Road to junction just beyond Golf Course. Turn bus around and retrace steps to the far side of Golf Course, where Fairview Avenue turns to the right (look sharp!). Drive down Fairview Avenue past houses to next major road junction. Turn left ( you are now on Salmon River Road) and travel back to Highway 26.

Bus #7 stop at Bowman's area.

3:45 Buses drive into Wildwood area and leave off passengers at Mountain View Shelter.

Wednesday, August 18, 1976: Program Descriptions from the Concurrent Sessions

Overall Objective: To observe and discuss successful case histories of education's role in land use planning from different parts of the nation. (See Conference Participant List for addresses of presentors)

Program Title: Changing Sterile Urban School Yards into Alternative Environmental Learning Resource Spaces (Project WEY--Washington Environmental Yard)

What Program Does (main focus)

1. It provides a phenomenological model reflecting a people/problem rationale and an evolution of an urban school-community process of value and behavioral reorientation regarding land use, environmental design, curriculum design and the integration of recreation/education and play/learning environments.

2. It specifically emphasizes a philosophical and real-life way to effect the recyclement of monocultural asphalt or urban school playground into an ecological, naturalistic resource space.

3. It provides a powerful medium to strike a better balance of the different cognitive functions reflecting the duality of our consciousness--essentially a more right cerebral hemispheric curriculum.

4. It provides a multi-dimensional perspective of the enduring role of education to influence the specific target audiences and the general public-at-large regarding alternative uses of the urbanscape.

Describe Audiences

A broad spectrum audience is intended: environmental planners/designers, parents, educators, politicians (local, county, state, national, global), landscape architects, ecologists, sociologists, anthropologists, public/private conservation organizations, environmental educators and all others interested in changing outdoor environments of the urban young and old.

Describe Program

The program centers on the reclamation and conversion of an urban centered school playground--an example of public environmental waste places in urban real estate. The focus is on CHANGE--radiating pointedly into physical, social, psychological and instructional environments--the main aspects of change in the project.

Project WEY (Washington Environmental Yard) constitutes the school site wherein it was characterized by an intransigently dehumanistic, ascetic blacktop playground in its pre-1971 vintage. Five and one-half years' historicity (ongoing changes) represents a manifest objective of an inter-communal, inter-age, transdisciplinary, "process/value change vehicle". It is aimed toward an environmental ethic, encompassing all stripes of human interaction. Project WEY has been and is this change vehicle per se.

The enhancement of quality of the above four types of environments underpinning the goal for change is linked together; they make up the silent epistemological strands for the webbing nature and process of qualitative change. This process occurs with at least two concomitant thrusts: first, an autonomous, unconscious internalization of a "dialogic" interaction with the physical environment by the users of WEY; second, a more intentionally structured curriculum configuration which strings teaching staff and students to participate towards a conscious, conceptual understanding of our ecosystems.

Both of these learning circuits are synthesized into numerous value-laden experimental strategies and activity modes in an outdoor/indoor/outdoor cycle using WEY as the stage for curriculum shifts; these shifts occur as diverse physical changes are created (sometimes fortuitously) via landscape and biotic reconstruction.

As the Early Childhood Education movement gains national momentum, the primacy of this kind of a real urbanizing milieu will be realized. WEY aims at open adaptation by our organic world to a new anarchic form, reducing prevailing alienations between people and the material wealth in the urban environment.

A variety of tactics have been tried and, indeed, need to be with all target clientele--public/private, institutional/corporate, young/old, from evoking awareness and clarifying values to physical and operational changes. The approaches to persuade, to influence, to eliminate emotional poverty, to effect coherent achievement and to entice participation by the subcultures of the individual school, the school system and the community at large are part of the WEY experience.

Finally, the rich harvest of genuine promise from the interrelationship of land use in the anatomy of the city speaks to crucial implications for those responsible for "educating" the public. WEY in Berkeley, California was born to develop and nurture such a catalyst.

Contact: Dr. Herb Wong or Robin Moore

Program Title: Project Learning Tree

What Program Does

Project Learning Tree has as its major goal helping a large segment of the public develop an awareness of our interdependence with the forest; the need for the wise use of its resources; and knowledge of the scientific, technological, social, aesthetic and ethical factors relating to this interdependence. Specifically,

For students:

- to gain knowledge of the forest and human interaction with it
- to develop positive attitudes toward the forest environment and a commitment to wise use of its resources

For teachers:

- to provide material readily adaptable to individual teaching styles and classroom situations
- to supplement and enhance the existing curriculum with learning activities designed for incorporation into a wide range of subject areas
- to provide activities that are open-ended and encourage teacher-student creativity
- to help in the development of skills in decision-making and problem solving

Describe Audiences

The Project Learning Tree materials consist of two (one K-6, one 7-12) Supplementary Curriculum Guides for teachers, containing a total of 160 non-sequenced, multidisciplinary learning activities designed for integration into the regular curriculum. PLT is presently being introduced through workshops in ten Western states, with the possibility for its availability throughout the rest of the U.S. in coming years.

Describe Program

Project Learning Tree is an environmental education program for schools emphasizing forest, forest management, forest uses, and land use. Although the project is sponsored and funded by the American Forest Institute, it is a joint effort of AFI and the Western Regional Environmental Education Council which supplies technical expertise and facilitates program implementation in ten Western states. AFI is the education, public relations organization for those who grow and harvest trees and manufacture products from wood. WREEC membership consists of the State Department of Education Environmental Education Coordinator and the counterpart in the state's Natural Resource Agency from thirteen Western states.

Background material in this program was contributed by the resource staff of these state agencies, AFI, a number of private conservation groups, and the federal government. The actual lessons were created by teams of elementary and high school teachers in a series of regional workshops, with the assistance of state department of education consultants, school administrators and college professors. Education/Research Systems, Inc., a private consulting firm, coordinated development.

Project Learning Tree focuses on the forest as an entry point toward understanding and making decisions about use of our total environment. The learning activities invite use of a variety of modes and settings:

indoors/outdoors/in school/schoolyard/community/talking/listening/observing/hands-on experimenting/sensory awareness/interviewing/researching/calculating/artistic interpreting/simulating/valuing/problem solving . . .

for differing teaching and learning styles!

Further Information

In 1976 Project Learning Tree is available only through workshops in ten Western states: Arizona, California, Colorado, Idaho, Montana, Neveda, Oregon, Utah, Washington, and Wyoming. For information on the workshop schedule, teachers may contact the state Department of Education Environmental Education Coordinator with the exception of Arizona, where the program is coordinated through the State Department of Fish and Game. Other contacts are the Project Learning Tree Implementation Staff (Cheryl Charles, Jan Rensel, Olina Gilbert), P. O. Box 129, Tiburon, California 94920. Outside the above ten states, contact American Forest Institute, (Miss) June McSwain, Education Director, 1619 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Project Learning Tree materials are available without cost to workshop participants.

Program Title: Less Land for Wildlife

What Program Does (main focus)

Acquaints the audience with the extent of habitat destruction and how it affects the ecology of endangered species.

Describe Audiences

In secondary schools as an organized unit of study of land use and endangered species.

Describe Program

This presentation will acquaint the audience with the extent of habitat destruction and how it affects endangered species. It will begin with a series of slides depicting some of the animals now on the endangered species list.

The participants will then compare the Whooping Crane and the American Alligator with respect to their relative degree of endangerment. This is a worksheet exercise based on 5 of the 11 criteria established by the Southeastern Conference of the Wildlife Society in their September 1974 meeting.

The land use simulation "Eco-Acres" developed with Title III funding in Maine will then be described and discussed with reference to the endangered species issue.

An overview of the entire unit of study Wildlife: A Miner's Canary for Mother Earth including a 2 page description will conclude this presentation.

(The complete unit of study, Wildlife: Investigating the Environment, is now available for $2.50 (cost of printing and mailing) from: T. A. Brandt, Coordinator E² Project, Harris County Department of Education, 6208 Irvington, Houston, Texas 77022).

Further Information: R. E. Quinn

Program Title: Investigating Current Environmental Events--"In The News"

What Program Does (main focus)

A discovery method for using broadcast and popular periodical literature to investigate current environmental issues and the factors influencing them.

Describe Audiences

The workshop is open to any environmental educator with the hope that the lesson plan will, in turn, be adopted for use in school and non-school teaching (8th grade-adult).

Describe Program

We will assess how we find out what is going on in the world, what makes "news" and how we can use periodical materials to keep abreast of things that effect us and our environment and how, through keeping on top of significant events, we can influence the course of environmentally significant events.

I. Becoming familiar with what we already know and how we found out

II. "News" versus "editorial"--a look at objectivity and fairness in broadcast and print reporting

III. Classifying and evaluating periodicals--influences of publishers, advertisers, target audience, special concerns, etc.

IV. Team investigation of a current event using periodical materials

This lesson plan was prepared initially for use in a graduate-level course based upon the U.S. Forest Service environmental education workshop format.

Further Information: Dr. David L. Hanselman

Program Title: Columbia Student Wildlife Arboretum Project

What Program Does (main focus)

This program shows what can be done with students and the community to develop a land use area.

Describe Program

Twenty-eight acres of weedy meadow land has been planned and developed into a wildlife habitat-arboretum by the students of Columbia Middle School with much help from agencies and groups in the Portland Community. These are the simple steps followed in the continuing land use plan that came to be: 1967--

1. Use the playground, vacant lot, or park for the site.
2. Obtain permission to do a land use project with students from your administrator and present it to the school citizen advisory committee.
3. Select a group of students for a student planning commission and have a class to decide the land use plan.
4. Collect ideas from all staff and students for the land use plan.
5. Choose the best use of the land with the planning commission.
6. List your goals for five years.
7. Write letters and speak to groups to obtain help in achieving the goals.
8. Give classes and staff the opportunity to sign up for the goals they'd like to complete on the site.
9. Roll up your sleeves and prepare to work hard. The attitude changes you will observe will make it all worth the work in achieving specific goals.

Further Information: Betty Campbell

Program Title: A Wilderness Experience for the Whole Person

What Program Does (main focus)

The focus of this program is a one-week wilderness field study in the desert of Central Oregon. The 16-20 students meet daily as a class for 5 weeks of preparation and 3 weeks of follow-up to the field study week. The purpose of the program is to help students gain anawareness of our relationship to the earth by direct experience in using their senses, living in a cooperative group, and developing their individual abilities.

Describe Audiences

This program is designed for 7-8th graders. It presents them with challenges and stresses related to hiking, camping, cooking, route finding, shelter, and loneliness. Because the 7-8th grade years are a time of stress about physical changes, social acceptability, and personal identify, most students respond positively to the challenges this program has for them. There is a big emphasis on group goals and positive group experiences in the field study program, because most 7-8th graders have a strong need for group acceptance, inclusion, and openness.

Describe Program

The Deschutes Field Study program is for the whole person because it combines physical, mental, and emotional challenges. There is a balance of activities ranging from cross-country backpacking, to individual learning skills of reading, writing, data collection, map reading, and observation and integrates the subject matter of ecology, botany, geology, history, geography, and land use planning.

This program is a living-learning experience. It takes students out of their school and family routines into a stimulating learning environment in a large cooperative group. Students have to provide many things for themselves normally taken for granted such as food, shelter, warmth, and entertainment. Many students express enjoyment at getting out of their usual routines, at learning from the land, and being part of a supportive group.

Part of the field study is spent assessing the impact of man in the Oregon Desert and evaluating the land use alternatives for the field study area (about 30 square miles). Students learn about the planning process by pre-trip research, visits to planners, collection of field data, simulating land use conflicts. After the field study, students describe and debate land use alternatives and communicate their conclusions to local planners.

At another level, the field study involves daily discussion and writing about feelings, attitudes and sensory awareness of the desert environment. These activities lead students to an awareness of how they are related to the land. Once someone has discovered that "I am a part of nature", they have really found the First Commandment of land use planning.

A major component of the field study work is an individual project. This is research in a pre-report. On the field study students collect data, record observations, collect samples, make sketches and maps, and take pictures relating to their project topic. The project is presented in a display/poster form, so it combines scientific observations with written and visual communication. Students also present a slide show and oral readings to school and parents. Journals, data sheets, sketch pads, and cameras are constantly in use during the field study.

Students are expected to assume a high degree of responsibility for themselves and others in this program. They plan, buy, pack up, and cook the group food. They spend 15 hours of the week alone in the desert on "solo." They keep an individual journal, collect wood, build fires, find routes for group travel, work independently on projects, plan campfire entertainment. In responding to experiences of this kind, our students can find that environmental education is truly what all education should be, a path to joy and growth.

Further Information: Richard N. Ross

Program Title: School Sites - Land Resources for Learning

What Program Does (main focus)

To show educational aspects of school site planning and development; to show intra-community cooperation in school site planning and development.

Describe Audiences

Students and teachers and community.

Describe Program - Clover High School Environmental Conservation Education Project

The Environmental Conservation Laboratory of the Clover School District was both planned and begun at the most opportune time--that is, at the very time when the facilities in York County School District II were expanding to a 110 acre site which would house the new Clover High School. In many instances, when a school initiates a conservation laboratory or outdoor educational facility on site, the site has already been disturbed, altered or built on. In this case it was unique in that the school was just beginning construction, and site development could be planned to coincide with construction activities on the site.

To accomplish the objective of total site utilization for educational purposes, the cooperating sponsors, first proposed a complete conservation plan. Much of the initial work was done by USDA Soil Conservation Service technicians along with personnel from the school district and the S. C. Land Resources Commissin. To initiate the conservation plan and begin work, a Conservation Field Day was visualized and planned. This Field Day has two major purposes: (1) to provide students with a chance to see conservation practices being put into use on school grounds, and (2) the actual development of the 110 acre site. This, of course, was to be done with time, equipment and materials donated by many South Carolina companies and organizations. The Field Day was sponsored by the York Conservation District, the South Carolina Chapter of the Land Improvement Contractors of America and the South Carolina Land Resources Commission in cooperation with the school district. At the very beginning it was determined that the school district actually could divert very little funds toward construction or development of the environmental conservation laboratory. Therefore, it became necessary for the sponsoring agencies to secure the assistance of many outside sources, since public funds could not be used for the establishment of the Center. Development of the site would include, but not be limited to, the following: the establishment of permanent pasture; two separate sites for woodland management; preparation of fields for planting crops; building an outdoor nature trail; the construction of two ponds, (one one-acre and the other two and one-half acres in size); an access road plus fences and pertinent structures necessary for a school farm operation.

During the two or three days when major features of the conservation laboratory were being constructed, a total of approximately 5,000 people observed construction activity. Included in this group were students from all grades in Clover School District, representatives from conservation districts across the state, interested school officials and other state agency personnel.

Also during the period of construction and the Field Day, tours of the facilities were arranged so that groups of 15 to 10 people could be conducted around the construction sites and along the nature trails. Resource people were stationed at strategic points so that the crowds could be handled and that the whole facility could be viewed by those interested in work progress.

Careful planning and logistics allowed for all the necessary materials and equipment, provided by private businesses and individuals, to be on site and ready for utilization during the two to three day intensive work period. Donations from private individuals and companies included such items as seed, fertilizer, lime, riser pipes and gates for the ponds and erosion control fabric, to mention a few.

Subsequent to the actual field days, much work has gone on in the Environmental Conservation Laboratory at Clover. To list a few of the major accomplishments; both ponds have been stocked with Bass and Bream provided by the U.S. Fish and Wildlife Service through the York Conservation District; fences have been built around the permanent pasture areas; and one storage barn has been completed which will allow for a livestock operation on a portion of the facility; a small orchard and vineyard has been established on a section of the facility; two additional nature trails have been established and laid out and are now in use; garden and horticulture plots are being worked during the summer, with work continuing on the woodland management plots.

Much of the ongoing work at the Clover Environmental Conservation Laboratory is being overseen by both the York Conservation District and by a committee of faculty, staff and students at the new Clover High School, giving proper involvement at the local level for utilization of the entire site. Additional donations of materials and supplies are being made on a regular basis by local community individuals and companies.

Some of the major concepts which are demonstrated with this project are: (1) that much can be done without federal or state monies as direct grants when communities support can be secured; (2) that ideally, site selection and development can be enhanced greatly with proper planning for total site utilization; (3) that many state and federal agencies can offer assistance in planning and implementation of a total site development program for a local school; (4) that public investment for real property for educational purposes should be handled very carefully so that optimum multiple use of every area can be achieved.

Further Information: F. E. DuBose or Mrs. Alice Linder

Program Title: TRADE-OFF: The Land Use Planning Game

What Program Does (main focus)

A simulation game which focuses on community development and land use planning.

Describe Audiences

Secondary students and adults.

Describe Program

One of the unique opportunities for educators is to help prepare the student to deal with life. In this sense, the educator has the opportunity and the responsibility of identifying not only theories, concepts, and ideas but also the linkages to the day-to-day real world.

Land use planning and community development are concepts which open the door to a wide range of educational potentials: collection and analysis of technical resource data, community development processes, community and individual attitudes on growth and development, social liveability characteristics and human interaction in communities, space utilization, environmental concerns, problem identification, issue clarification, policy formation, public decision-making, citizen involvement, and the legislative process. Linkages between the concept and the real world can be made. Land use and community development issues are relevant today and this relevancy will continue.

TRADE-OFF: The Land Use Planning Game is a simulation game which focuses in on community development and land use planning. Game participants learn to deal with environmental, economic, social, and political concepts and the trade-offs involved in the development of a community. The game was developed for use in secondary schools (grades 10-11-12), universities and colleges, and by adult groups. Each game session requires from 8-18 game participants.

TRADE-Off is a mixer aimed at giving all game participants an opportunity to identify and exchange their ideas, interests, and concerns about community situations they are apt to encounter in their own county, city, or neighborhood.

The game players will actually develop their own community. The challenge given the players is "to develop a community that is healthy--environmentally, economically, and socially." They will necessarily think about land use and resource problems they have probably never considered before. They will exchange ideas, challenge each other, and learn about the kinds of community development situations that happen in their own towns and cities. They will come to realize that planning helps and that the planning process is a people process.

In real life the businessman, forester, farmer, land developer, planner,--in fact, everyone of us--makes decisions that contribute to the formation of our communities. TRADE-OFF simulates, in a political context, those economic, environmental, and social considerations which are the ingredients of public decision-making. Of course, the situations have been simplified, but the players get involved and go through a process that is useful in their own lives. You can expect the players to:

1. Understand why they are an inseparable part of their own environment and community.
2. Explore the relationships between the natural environment and a community's economic and human interests.
3. Identify and discuss environmental issues from the point of view of economics, ecology, society, and politics.
4. Discover the opportunities for and consequences of citizen participation--their own participation--in a community's decision.
5. Understand their own value system, that of the community, and the long term implications of those values.
6. Learn new ideas, land-use terms, the decision-making process--and learn them from each other.
7. Choose among conflicting possibilities for developments by considering the economic, environmental, and social factors.

8. Discover what opportunities and limitations face a community as a result of development decisions.

The game follows a series of separate but interrelated activities. No extensive preparation is necessary to play the game and you don't have to be an expert to be the game leader.

TRADE-Off simulates several elements of land-use planning.

A. Buying and siting developments by players requires them to identify land areas for developments and businesses.
B. Economic exchanges between players reflect the economic relationship between production, employment, and consumption.
C. Public hearings and planning options require players' opinions and decisions.
D. Community decisions plus environmental, hazard, and economic events reinforce the need for on-going land-use planning.

No one person or event marks the end of the game. But the final round of evaluating, discussing, and understanding the community is essential to how much players learn from the game.

Game-related learning activities provide the linkage between the classroom gaming session and the real-world community.

Simulation games require players--players become interested in what they are doing--players become involved in their own learning. Such learning comes about because players collect information, analyze situations, consider alternatives, are forced to make decisions, and must explain those decisions.

TRADE-OFF is such a game. It teaches.

Further Information: Dr. George L. Wyatt

Program Title: The Oregon Natural Heritage Program of the Nature Conservancy (under contract with the Land Conservation and Development Commission)

What Program Does (main focus)

The identification and protection of scientifically and educationally significant natural areas and the compiling of an information resource on these lands for use in land use planning.

Describe Audiences

Oregon's citizens.

Describe Program

The Oregon Natural Heritage Program, under contract with the State land use planning agency, is developing a systematic inventory and data maintenance program for ecologically critical land types.

The centralized data system and data summaries distributed to planners provide an ongoing basis for planning the preservation of significant NATURAL AREAS. As such, it is a communications tool between the community of natural scientists concerned with environmental health and land use decision makers.

The system is designed primarily to facilitate the preservation of NATURAL DIVERSITY. Through a classification of vegetation communities, habitat types, and species of concern, the range of natural diversity for a region can be defined. An inventory is conducted and data stored on occurrences or examples of each element in the classification. PRESERVE/PROTECTION PRIORITIES can for the first time be made on an objective basis with comprehensive data.

The information system is designed to efficiently supply data to a full range of planning functions:

-The definition of a state natural area preserve system and the identification of candidate areas.
-The development of an endangered species protection program.
-The preparation of a regional comprehensive land use plan as it treats natural areas.
-The review of project proposals, EIS's, and land use plans to determine what ecologically important lands or species will be affected.
-The definition and establishment of areas of critical concern.

The presentation will include slides of Oregon natural areas, a verbal description of the Oregon Natural Heritage Program, and a demonstration of information outputs.

The Oregon Natural Heritage Program has been inventorying Oregon's rich natural diversity for three years. The presentation will attempt to describe the Oregon program as it is applicable to other states. The national office of The Nature Conservancy in Arlington, Virginia has developed the methodology and computer technology for the Heritage Programs which are being conducted in eight states and the Tennessee Valley Authority.

Further Information: Wayne Rifer

Program Title: The Charles River Project

What Program Does (main focus)

The Charles River Project focuses on the Charles River and its watershed, which is entirely within the Boston metropolitan area. Participants explore the river as an ecological system which is affected by man's activities in the watershed. Historical, political, legal, and social perspectives are introduced, with inputs from the Charles River Watershed Association, the Boston Metropolitan District Commission, the Massachusetts Department of Environmental Management, and other concerned agencies.

Describe Audiences

High school students from the Boston metropolitan area participate in the Charles River Project on a voluntary basis. Funded as a magnet program for education by the State of Massachusetts, the student groups include a 30% minority component, and are drawn from urban, suburban, and parochial high schools. Class size is about 30 students, with a full range of abilities for grades 9-12.

Describe Program

The Charles River Project is an environmental studies program that focuses on water quality and land use in relation to the river. It involves some science--chemical and bacteriological water testing and basic ecology; some social studies--users of the river and how they affect it, politics and economics in the environmental context; many outdoor activities that are both physical and aesthetic. It is designed to promote an understanding of the river as an ecological entity of value to man and affected by man's activities.

Students from several Boston and suburban high schools participate together in the twelve-week program. Classes meet from 9:00 to 2:00 one day per week, and have a weekend overnight as well. Outdoor activities include a canoe trip on the river, a day at Echo Lake (headwaters of the Charles), visits to landfills, wastewater treatment facilities, and Boston Harbor Islands. The program is available to grades nine through twelve.

To date, over three hundred students have participated in the Charles River Project. They have come from Brighton, Burke, Charlestown, Copley Square, Dorchester, East Boston, English, Madison Park, Roslindale, South Boston, Technical, and Trade High Schools in Boston, from Brookline, Lexington, Medford, Medfield, Newton, Waltham, and Watertown in the suburbs, and from several Archdiocesan high schools.

Evaluations based on pre- and post-tests have shown an increase in knowledge about the environment significant at the .01 level in Spring and Fall 1975 and Spring 1976 programs.

The project is funded through a Magnet Program grant under Chapter 636, Section 8 of Massachusetts General Laws.

Further Information: Maureen K. Oates

Program Title: Outdoor Education - A Guide to Site Planning and Implementation of Programs

Describe Program

An overview of the Texas Education Agency Bulletin Number 763, Outdoor Education - A Guide to Site Planning and Implementation of Programs. Emphasis was placed on planning as a key to effective outdoor design, development, and utilization of land. Suggestions were made for providing learning experiences in all curricular areas and providing suggested resources and references.

A slide-tape presentation illustrating the cooperative efforts by Levelland Independent School District and the U.S. Department of Agriculture Soil Conservation Service was given. Students at Foster Elementary School, Levelland I.S.D., developed and implemented an outdoor education program on their campus as evidenced in the slide-tape presentation.

Further Information: Joe Huckenstein

Program Title: A Model for "Land-Use and Utility Planning", Environmental Education Programs, Using Value-Clarification Techniques

Describe Program

Pollution, land abuse, and other environmental problems are merely symptoms of our real problem-conflicting sets of attitudes and values held by various citizens, relating to natural resource use. Programs using values-clarification techniques can help us understand our value systems and lead to making consistent decisions about natural resource use.

The model presented in this paper, though applicable to many non-formal education programs, is discussed specifically in relation to adult environmental education for utility site planning.

Effective adult education requires that the old distinction between content and process be dissolved. Value-clarification techniques can link process and content. The model illustrates that linkage. Use of the model can help adult educators plan programs to motivate citizens to make the critical choices needed to conserve, develop, and safely use our nation's natural resources.

My first assumption is that man must learn the facts about the biophysical basis for all life and then learn to bring his political and economic systems into harmony with those facts. Action by isolated individuals cannot bring about such harmony; it requires the united effort of society as a whole. We have a problem; we can solve it, if we work together, displaying wisdom and enough self-control to place the good of society above individual interests.

In designing the model for educational program planning, I needed to develop, validate, and organize concepts for teaching conservation. As Yambert (1961) observed, there are in the field of conservation currently no "axioms" or "laws", such as exist in the study of physics, mathematics, etc. To fulfill the need for these axioms, I used the environmental management concepts developed by Dr. Robert Roth. Roth's concepts fit well into the model of adult education, as they serve to help the learner and facilitator limit and define their goals.

My prime concern is with use in adult environmental education of values-clarification techniques. Such techniques can be used to encourage each individual in a given group to examine his and others' sets of values and beliefs, to clear up areas of confusion, and to enable that person to develop his own rational, consistent set of values based on facts. As individuals clarify their values, the group as a whole may find a basis for working together rationally.

The traditional educational methods of dealing with values are modeling, moralizing, incalculating, and the laissez-faire approach. But rather than reach, inspire, appeal to the conscience, or impose rules upon the learner, the values-clarification approach is aimed at helping the learner examine his own values and clarify and develop an internally consistent set of values of his own. Valuing must include seven sub-processes: (1) choosing from alternatives; (2) choosing after thoughtful consideration of consequences; (3) choosing freely; (4) prizing and cherishing; (5) publicly affirming and appropriately sharing; (6) acting upon choices; and, (7) acting upon with some consistent pattern and repetition.

In adult environmental education programs, Aldo Leopold's Land Ethic may serve as an expression of the goal to be accomplished, which is to develop ethics and values that give priority to the well-being of the total environment.

This model was designed as a tool to help the adult educator plan his educational program as an important public activity. Because of this emphasis on public education, the model takes on a much different appearance than traditional educational approaches. The separation between content and the active process of program planning has been dissolved and the two complementary factors integrated. Content and process are inseparable in adult environmental education; content is not possible without process, and process is not possible without content. Value-clarification techniques are proposed as the link that binds content and process. This model of adult education planning processes, then, becomes a unified whole, and is presented as an expanded "block" or "three-layer caker".

The fourteen basic units of the model are: (1) the learner or clientele, (2) the problem situation, (3) the educator or facilitator, (4) environmental concepts--the content, (5) values-clarification, consisting of the functions of choosing, prizing, acting, feeling, thinking in a continuing cycle, (6) identification and clarification of the problem, (7) consideration of alternative, (8) selection of specific resources needed for each stage of the program, (9) selection of one alternative, (10) specific learning experience design, (11) implementation of the program, (12) program evaluation, consisting of purpose, criteria, evidence, judgement, effect, and analysis, (13) screens, consisting of institutional, organizational, economic, social, or other constraints acting on ideal solutions to a problem, and (14) feedback from one problem solution that leads to other unsolved problems.

The screens in unit 13 break down ideal solutions to the real solutions that can be achieved by the interacting learners and facilitators. The screening action takes place between each of the units of the program planning process. Each screen may cause the facilitator to move out of or into the cycle of planning. Each screen may bring up new alternatives that may cause the group to move back to consideration of alternative (unit 7), or the screens may reveal the need for different kinds of resources for solving the problem. Such resource specialists may enter the planning after the learners have reached any of the units from six (clarification of the problem) to ten (specific learning experience design).

In this model values-clarification is the bridge between the environmental management concepts and the information the learner might wish to receive. Values-clarification is the tool the learner uses to define the degree of personal involvement in each unit of the program planning process (units six through eleven).

The adult environmental education model has been used for assisting soil and water conservation district supervisors, energy planning coalitions, and their respective opponent groups in helping find areas of agreement in goals and objectives in resource management planning.

Further Information: Michael J. Flitter

Program Title: Youth's Role in Community Development
(Mamaroneck High School Action Project)

What Program Does (main focus)

Involve a high school class in the management of a community environment.

Describe Audiences

High school students.

Describe Program

The Mamaroneck, N.Y. High School has for the past five years run an alternative program called "School Within a School." Dr. Michael Franzblau is its coordinator (Mamaroneck High School, Boston Post Road, Mamaroneck, N.Y., 10543).

For the past two years one of the offerings has been "Community Environmental Planning." The adults are Dr. Franzblau and two resident "resource people", an environmental educator, and a city planner. There are fifteen students in the course--tenth, eleventh, and twelfth graders.

The class started off with some simulation games in the area of land use and planning. Considerable time was spent in acquiring a background, starting with my own elementary books "Planning Our Town," "Pockets of Hope", "Block by Block: Rebuilding City Neighborhoods" and "New Towns: Building Cities from Scratch." Then on to more difficult volumes including Ian McHarg's "Design with Nature", plus a number of articles dealing with planning theory. From these readings the class selected seven guidelines or principles (designed by Professor Abraham Kaplan of Haifa University) as a way to approach the process of planning.

The first year, the class selected for concentrated study and action, the last sizeable piece of local property still undeveloped and "up for grabs." Interviews with experts resulted in a fact sheet for local residents, a telephone survey, an information meeting, and finally a presentation at a public hearing. Students realized that they had a genuine input into the decision making process.

This year the class became involved in the larger problems of human settlements. The focus of its efforts was the U.N. Habitat Conference held in Vancouver this past spring. To get to the Conference was only part of the effort, for the class felt it wanted to bring with it a contribution to share with Conference participants. Toward this end, the class created and sent out across the world "An International Youth Opinion Survey on Human Settlement Issues." The results were computerized by the students and a preliminary report produced. The second effort was an original narrated slide presentation whose theme was the need for citizen participation in the planning process.

The entire Vancouver experience was a unique and exhilerating one, whose values we are hoping to share with others in our community. I have never in all my many years of teaching experience seen young people so "turned on", so responsible, so dedicated. Something very right must have been going on!

Further Information: Martha Munzer

Program Title: Investigating Land Use Decision

What Program Does (main focus)

An activity oriented strategy which gives the student the opportunity to determine whether a given land use decision was a wise one. The case which is studied is hypothetical; but is based on the Texas Panhandle (1907-present).

Describe Audiences

Intended for secondary education, science and social studies.

Describe Program

Given the time period and some available information, the student must wrestle with whether or not a former cattle ranch area should be opened for intensive cultivation. He can then respond to the wisdom of the land use decision that was ultimately made by the hypothetical Longhorn Land Development Company. (Company officials, in spite of critics, chose to go ahead with an intensive cultivation scheme). The strategy is an inquiry centered exercise.

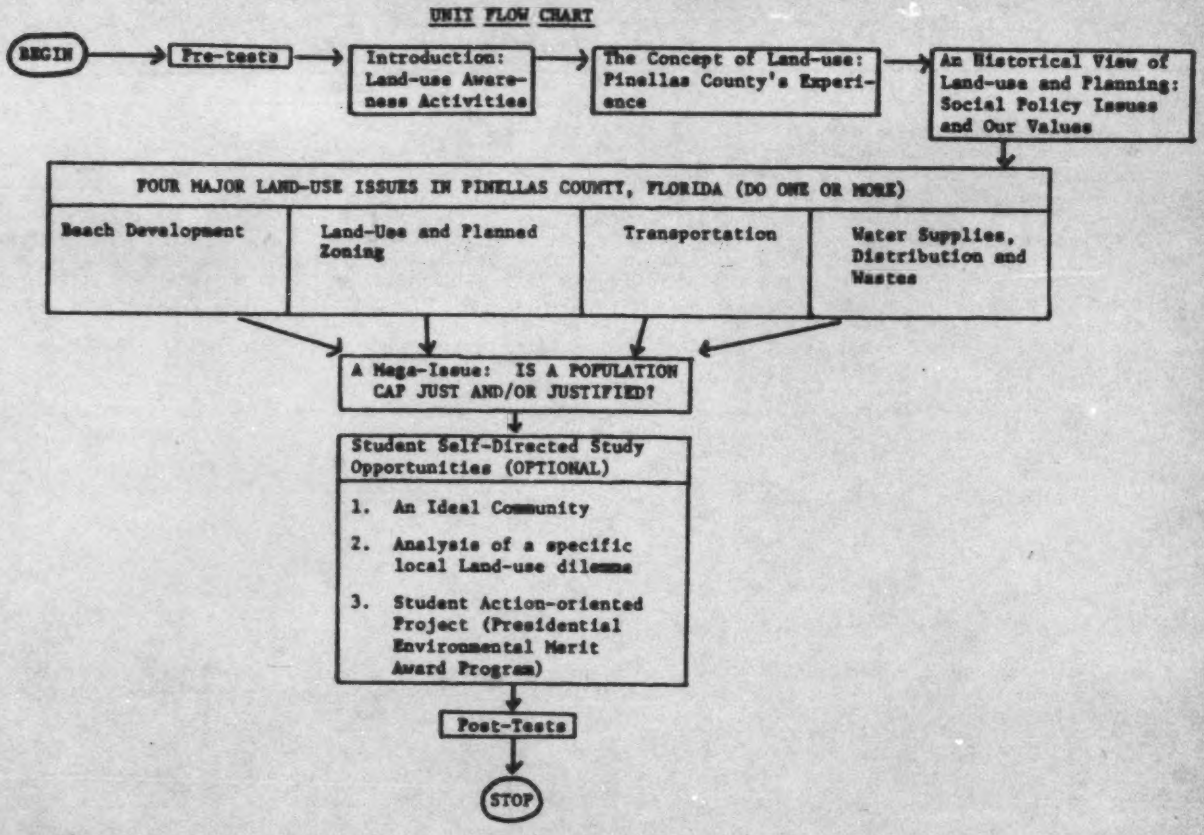
Further Information: Terry A. Brandt

Program Title: An Interdisciplinary Instructional Unit on Land-Use in Pinellas County, Florida

Describe Program

It is my pleasure to present an interdisciplinary instructional unit on land-use planning developed by a committee of teachers for middle and junior high school students in Pinellas County, Florida. The writing and publication was funded under the mini-grant program of the Florida Department of Education, Bureau of Environmental Education, as part of a state-wide plan to promote local effort on promising projects in environmental education. While the unit's major emphasis is in the field of social studies, students are regularly involved in related language arts, science, and mathematics activities.

In general, the unit seeks to develop the learners self-worth, provide for consideration of one's place in the world, sensitize the student to the interdependence of all life on earth, foster communication on controversial land-use issues, and promote inquiry skills in data collection, value analysis, decision-making, social participation and public communication. Following a pre-test, students are led through a series of topics and then tested again. (Please see following Unit Flow Chart). Each of the topics consists of a variety of lessons which involve pupils in such things as making community surveys; analyzing both hypothetical and real material such as maps, charts, graphs, laws, ordinances, land-use plans, and opinion documents; engaging in role-playing and simulation activities; making case-studies and researching information; giving oral and written reports, debating; monitoring and studying the natural, political, and economic environments; and, devising viable land-use plans.


UNIT FLOW CHART
BEGIN
Pre-tests
Introduction: Land-use Awareness Activities
The Concept of Land-use: Pinellas County's Experience
An Historical View of Land-use and Planning: Social Policy Issues and Our Values
FOUR MAJOR LAND-USE ISSUES IN PINELLAS COUNTY, FLORIDA (DO ONE OR MORE)
Beach Development
Land-Use and Planned Zoning
Transportation
Water Supplies, Distribution and Wastes
A Mega-Issue: IS A POPULATION CAP JUST AND/OR JUSTIFIED?
Student Self-Directed Study Opportunities (OPTIONAL)
1. An Ideal Community
2. Analysis of a specific local Land-use dilemma
3. Student Action-oriented Project (Presidential Environmental Merit Award Program)
Post-Tests
STOP

Although much of the data supplied in the unit is specifically for Pinellas County, Florida, it will be found that most lesson formats and student activities have broad applicability, lending themselves to successful use elsewhere. Just a few examples of these lessons are, "Problems Facing the County Transportation System," "Private Property vs. Community Needs," "Why Zone?", "Who are the Zoning Boards?", "Water Acquisition," and "Elimination of Waste Water." This unit can serve as an effective model for schools wanting to develop their own land-use instructional program, or it can be readily adapted to local use by substituting appropriate local data where necessary.

A copy of the unit, which is 162 pages and cardboard bound, may be obtained by writing to Dr. John Still, Social Studies Supervisor, Curriculum & Instruction Center, 204 Fourth Street, S.W., Largo, Florida 33540 or ERIC Clearinghouse, Social Science Education Consortium, Inc., 855 Boardway, Boulder, Colorado 80302.

Further Information: Dr. H. C. Kranzer

Program Title: Ecology and Economy Regional Workshops
Uncertainty and Delay Costs of the Permit/Permission Process - New Mexico
Costs and Benefits of Government Regulation and Private Enterprise - Colorado
Quality of Life--What Do We Want? What Are the Costs? How Do We Plan For It? - Montana

What Program Does (main focus)

Are ecology and economy in conflict? Most people assume they are. These workshops were designed to show how these seemingly opposing fields to interrelate and to develop a process which incorporates and balances both kinds of concerns.

In New Mexico the program focused on the analysis of delays and uncertainties in the permit process in order to recommend alternative ways to administer the process as well as alternative processes.

In Colorado the program focused on the costs and benefits of the permit/permission system weighed according to social good and public benefit.

In Montana the program focused on the relationship between citizen wants and private and public sector response when addressing quality of life and its associated costs.

Final recommendations were agreed upon and process criteria were developed. With the diversity of perspectives and the time and the setting to work together, the workshops provided participants with a better and broader understanding of this aspect of land use planning to apply to their decision making.

Describe Audiences

These workshops were specifically designed for persons who are involved in or affecting decision-making processes where ecology and economy interact. They were designed for those concerned with the development of skills and processes, rather than the presentation of opinion and viewpoint. They were attended by just such people representing business, Federal government, state government, legislatures, consultants, academics, and environmentalists. Labor, local government, and farmers were invited but did not attend.

Describe Program

Three separate workshops concentrated on one aspect of a larger theme so that as a whole these workshops created a comprehensive statement on ecology and economy for the Rocky Mountain region. Designed by advisory councils (three councils of twelve to fifteen) each workshop lasted three days and included discussion, working sessions, case studies, case examples, and critical path analysis. Twenty-five persons, well versed in the problems, worked up new processes and made recommendations to pass on to their own organizations, their legislatures, government agencies, etc. Each workshop followed the basic format of clarifying and defining the problems, analyzing the impacts and costs of those problems, and designing solutions and alternatives. However, each workshop was implemented with different strategies and techniques--thus providing additional insight for adult educators. The results should also be of interest to any educator trying to share current ecological/economic perspectives of land use decision-makers.

Further Information: Joan E. Martin

Program Title: A Process for Investigating an Environmental Issue "The Quickie Way"

What Program Does (main focus)

A short procedure, in checklist format for people to begin analyzing an environmental issue or situation.

Describe Audiences

School classes and citizen action groups.

Describe Program

Teachers need techniques and materials to get their students involved in an in-depth look at environmental issues rather than superficially discussing them in the classroom.

People working with citizen action groups on community planning and improvement projects also need a way to get people looking at the many factors involved in a community situation.

The procedure described below was used at the CEA session to involve people in analyzing an environmental issue described in a newspaper article.

Investigating an Environmental Issue "The Short Version"

1. Read the article and then fill out the following items.
2. Impact of Issue (Circle appropriate words).

| | | | | Why |
|---|---|---|---|---|
| Local | None | Some | A lot | |
| Regional | None | Some | A lot | |
| National | None | Some | A lot | |

3. List some groups or individuals that would be interested and/or affected by this issue.

4. List at least 4 additional things you want to find out about this issue and how you see collecting and recording the information.

| Things to find out | Where to find | How to record |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

5. List the major factors that you feel are affecting the problem.
6. List at least 3 possible courses of action to bring about an improvement or solution to the issue.
7. Select one course of action and develop a plan of action to implement it (use chart below).

DEVELOPING ACTION PLANNING TO BRING ABOUT AN IMPROVEMENT OR SOLUTION TO THE ENVIRONMENT INVESTIGATED

Select one of the solutions suggested by your group. Write it below under "Suggested Solution" - Complete the rest of the chart.

Action Planning For Problem Solving

| SUGGESTED SOLUTION | TYPE ACTION NECESSARY TO IMPLEMENT THE SOLUTION | IDENTIFY CHANGE AGENTS WHO COULD HELP IMPLEMENT THE SOLUTION | IMPLEMENTATION STEPS TO PROBLEM SOLUTION | EVALUATION METHODS-HOW WILL YOU FOLLOW UP AND EVALUATE THE EFFECTIVENESS OF YOUR ACTION? |
|---|---|---|---|---|
| (Write in Solution suggested by your group in Task D) | Technological - What kinds of technological action would be necessary to implement this idea?<br><br>Social - What kinds of social action would be necessary to implement this idea?<br><br>Political - What kinds of political action would be necessary to implement this idea? | Individual - What kinds of things could be done through individual action?<br><br>Groups - What kinds of things could be done by/through groups? Informal/Formal (organizations)<br><br>Agencies - What kinds of things could be done by/through agencies? | (What must be done?--in what order?--when?)<br><br>Steps Target Date<br>1.<br>2.<br>3. | |

Further Information: Charline McDonald

Program Title: Environmental Education Materials Evaluation Project

What Program Does (main focus)

Review and evaluate environmental education media with emphasis on printed materials.

Describe Audiences

Elementary, secondary school and public.

Describe Program

The purpose of this project which was an outgrowth of several Environmental Education Programs at The University of Toledo, is to classify and evaluate environmental education materials. This provides other interested teachers with a functional reference for either their own backgrounds, or for classroom use. As a part of the project's various workshops and institutes, evaluations are conducted on materials available in the field of environmental education at the time.

Many publication lists and bibliographies are available, but what appeared to be needed in addition to the various publication details were some opinions of the potential uses and the level at which the publications would be useful. The evaluative information provided should serve to help teachers who have neither the budget nor time to write for and review the dozens of publications which are available. To be optimally effective, such a project must be a continuing one, thus it is hoped that as new publications become available they will also be evaluated.

The participants are asked to evaluate the materials and provide feedback based on the following criteria:

1. The overall value of the publication. The interpretation of the publication's value for classroom use is left strictly to the participant. It may be noted that analysis of each individual's feedback provides very consistent results.

2. The grade range for which the materials generally would be appropriate. In many cases, materials are found usable at more than one level. A teacher may be used with special students in a higher or lower grade.

3. Miscellaneous comments which would help to determine how the publication could be used by their students.

Feedback forms have progressed from simply written paragraphs to the present form which is arranged so that data may be transferred to data cards. The reduction to coded information and data processing facilitates analysis of the results.

The population which the evaluations represent is primarily made up of elementary and secondary teachers, as well as some graduate and undergraduate students at the University of Toledo. These participants are involved in conferences, institutes or classes that concentrate on Environmental Education. Each of the rated publications is evaluated by three or more persons. Generally, the tendency is for teachers to seek materials which appear to be appropriate for their respective teaching assignments rather than simply reviewing a publication at random. Therefore, it is not uncommon to have as many as ten persons evaluate the popular publications.

In addition to the bibliographic and evaluative information, there are summaries and costs of each publication to provide a teacher or librarian with added information for the selection of materials which he feels would benefit his program. Those materials which do not receive sufficient review (as well as future publications, films, and kits) will be evaluated by subsequent groups and the results will be compiled in a similar manner.

Virtually all publications which are brought to the attention of the project director are requested or ordered for the project library. The main sources for leads to relevant materials are environmental newsletters, brochures and recommendations from some of the participants themselves. Information on the availability of publications is obtained just prior to printing so that the problem of availability is minimized.

One need not be concerned about the publishing dates of any publication, since the participants are to note and consider how reliable and up-to-date the information was. Since only a few of the potential environmental education publications were available prior to 1972, the majority of the publications considered in the program were published since 1971.

Further Information: Jerry L. Underfer

Wednesday P.M. Review of Tuesday Field Trip

We wanted to develop the field trip into an enjoyable involvement--oriented learning experience. You were asked to look at the whole field trip and then focus more intensively on only one part.

Here are each groups report. As you look at them try to visualize how each one relates to the whole trip:

1. Troutdale

   Major Land Uses: Agriculture, residential, railroads, highways, industrial, crops, truck gradens, nurseries, berries, alfalfa, pastures, state park, tourism.

   Summary: Citizen involvement in land use planning as opposed to a commission plan. Retain farm land if possible, accept light industry that has a minimum environmental impact.

2. Wahkeena, Multnomah Falls, Cascade Forks

   Major Land Uses: Recreation tourism, power production and distribution, transportation, fisheries, watershed, wildlife habitat, forestry/agriculture, residential.

   Summary: Government ownership and public interest in this scenic area of heavy rocreational impact have largely shaped the uses of the land, vegetation and water and have restricted economic growth.

3. Hood River

   Major Land Uses: Agricultural, lumbering, industrial, recreational, transportation, housing, wildlife.

   Summary: The Hood River area is a scenic forested and agricultural area which should be protected from developments which would destroy its present natural and economic environment.

4. Pocket Creek

   Major Land Uses: Timber harvest, dispersed recreation, snow sports, hiking, visual hunting, fishing, wildlife, elk migration, water resources, etc.

   Summary: Maintain dispersed recreation, viable watershed, wildlife habitat, visual resource while giving specially designed treatment for the timber resource.

5. Government Camp

   Major Land Uses: Ski areas, small business, residential, public utilities, forestry (transportation)

   Summary: Multi-unit buildings with an adapted architectural style, develop mass transportation, use a reservation system to limit numbers, establish town government.

6. Welches

   Major Land Uses: Residential, resort, recreational, limited service (small shopping).

   Summary:
   1. Comprehensive land use plan needed.
   2. Consolidated sewer system and storm water drains.
   3. Incorporation considered.
   4. Strict building codes, and review of lot size.
   5. Rapid mass transit.
   6. Improve local road system.

Let's see how the process we have used here fits into our theme:

The step we went through is an important one as it relates to better understanding of a situation or finding ways for public participation in land use planning.

The major Public Participation steps in Land Use Planning are: 1) inventory, 2) land suitabilities and objectives, 3) alternatives, 4) decision and implementation. The same process used in the field trip can be used in each of the above steps depending upon the focus. In addition this is an extremely helpful process for: a) data verification, and b) re-analysis.

Remarks of Janet McLennan, Banquet Speaker

I want to thank you for asking me to be here this evening. I consider it an honor to address the final assembly of the 23rd National Conference of the Conservation Education Association.

I hope you have enjoyed your visit to Oregon. We Oregonians are proud of our State and her natural beauties. During your conference you have had an opportunity to experience just a few of the pleasures we enjoy at every opportunity.

You have toured Portland, our "City of Roses;" driven east through the majestic Columbia River Gorge; walked on the slopes of Mount Hood, one of Oregon's most famous landmarks; and tasted the salmon that from the dawn of history have drawn fishermen to the banks of the Columbia.

We have shown you these delights in hope that you will understand the spell that has attracted settlers to Oregon since the earliest days of this Nation's history. . .

The spell that enchants Oregonians even today. . .

The spell that has inspired our efforts to conserve and preserve this beautiful land.

During your three-day visit you have explored the role of education in land use planning. You have studied land use planning philosophies and programs from all levels of government. You have had an opportunity to view Oregon's land use program in the context of your tour of Oregon landmarks, as well as the opportunity to suggest better ways to plan for and utilize our resources. And you have discussed the role of citizens and educators in shaping and guiding the land use programs of the future. I hope your time was well spent.

For twenty-three years your organization has played a vital role in educating the public to the scarcity of our natural resources, the necessity of conservation, and the pitfalls of short-sighted planning. The results of your efforts are visable in every state in the Nation. You have good reason to be proud of your organization and of yourselves. But you know as well as I that the most difficult challenge is yet to be met. We must go one step further. We must educate the public to actuality and reality in land use programs.

The first truth is that we already have more land-use programs than the public realizes. And second, land use planning is an issue of statewide, and in many cases, nationwide concern. Let's consider my first point, the proliferation of land use programs. As an example, take the simple matter of placement of a sewer pipe. Can you, as a homeowner, direct the placement of that pipe? Certainly not.

Could you, as a mayor or member of a city council, direct the placement of that pipe? No.

Could you, then, as County Commissioner, decide the path of that sewer? No, again.

Does the decision rest with the State? Not exactly.

If you were placing this sewer pipe anywhere in the State of Oregon, you would have to deal directly with the Department of Environmental Quality, which administers Public Law 92-500, the Federal Water Pollution Control Act Amendments of 1972. Your sewer pipe would have to be placed according to the guidelines of the Federal law.

If we can extend the example just a bit, suppose you were a city wanting to build a sewerage plant. You would first have to have a national pollutant discharge elimination system permit. You might need as many as six permits from the Department of Commerce, Building Codes Division. If your pipeline will cross a stream or in any way alter a stream bed or bank, you would need a removal/fill permit from the Division of State Lands.

The decision-making process for something as fundamental and essential as a sewerage system has taken you all the way to the Federal Government and back again through several state agencies. The construction, the placement, and the operation of your plant would be strictly controlled. This example could be repeated with any number of land use related projects. The point is simply this: Although the public may not realize it, we already have land use plans. They are evident in every state in the Nation and in every city and county within those states. Land use programs are an inescapable fact of life.

Another inescapable fact of life is the state's role in land use planning. The state is that unit of government which represents the concerns of all the people across the state--the only level of government with that perspective. It is responsible for the state-wide transportation system, which runs from border to border and certainly has an impact on land use planning. It is also responsible for seeing that citizens housing needs are met, another issue of statewide concern intimately tied to land use planning.

The state is responsible for recreational areas, which also involve land use. The state maintains both an interest in and a responsibility toward public health, safety and welfare of its citizens and it has a strong and continuing interest in economic development within its borders, both a statewide and, in many cases, a land use issue.

It is clear, then, that the state as a governmental unit does have a legitamate interest in land use planning within the state, a geographic area of land.

The Oregon Legislature in 1973 recognized this role of the state and the necessity of a state/local partnership in land use planning with the passage of Senate Bill 100. That bill gives Oregon an exceptional opportunity to mount a comprehensive campaign to preserve this state's unmatched livability--now and for the future. It also gives us the broadest possible definition of "livability." Oregon's statewide goals include energy conservation and housing, employment and recreation, preservation of our natural resources and our agricultural land, as well as air and water quality, transportation, urbanization and public facilities and services.

But the real magic of SB 100 was to restore and reserve to the local government level some proper measure of local autonomy.

The key to achieving each statewide goal is judicious land use planning at the local level: Local decisions that are consistent with statewide goals. In mandating local planning to local citizens and public officials, the Oregon Legislature in 1975 financed its mandate with a $4.4 million fund to bolster local tax dollars. Further, SB 100 insists that citizens have meaningful roles in the decision-making process.

In the past three years, thousands of thoughtful and concerned Oregonians have contributed untold amounts of time, energy, and common sense to realizing the promise of SB 100. In most cases, I would say, their time has been well spent. In some cases it has not. And this is where you, as educators in your respective states, have a crucial role to play. Obviously, everyone supports the concept of citizen participation. We have, I hope, advanced well beyond the stage in which decisions are made behind closed doors in a deliberate effort to avoid public knowledge and input. All of the positive things about citizen participation need to be said. The public has a right to know, and the public has a right to participate in all levels of decision-making. Citizen participation is not a new idea. We as citizens have always participated in one form or another. Citizen participation is simply a new mode for an old idea. As a new mode, it has attracted the younger group which was left out of earlier decision-making. Now they have learned a new mode with new rules, and they're ready and eager to play. Moreover, the Oregon courts have gone a long way in establishing for the citizens of Oregon a responsible role in all our governmental processes. But, in planning our citizen participation program, we have presumed that an aware public is a supportive public, a presumption which needs to be tested.

Accordingly, we have a land use planning system that has been opened up to public scrutiny like no other system in the history of this country. We have an information network designed to bring everyone into the system at some point or another. We have in this state a move to repeal the visible foundations of Oregon's land use planning program. . . SB 100. An examination of a few of the reasons for this repeal effort may help not only those of us in Oregon who believe in SB 100, but also those of you from other parts of the country, whose land use programs may not be so well-defined, to avoid the pitfalls we have encountered.

By its very nature, citizen participation gives rise to adversary groups. Citizens are inclined to remain silent when they like what their elected officials have accomplished.

I am sure those of you who are active on the local scene have had ample evidence of this. You call a meeting on a very important and generally popular project, and no one attended, even though it has been well publicized and there has been a strong effort to bring out the citizenry. Or only a few dissidents appear. I think that is because the public has no negative comments to make about what you're doing.

When you do have a good turnout, it is generally because most of the people present are against what you're doing. Those who are opposed are much more likely to speak up. That has been my own experience. I have been involved in Oregon's Willamette River Greenway plan since it was conceived in 1966, and I see the same faces, the same adversary group, speaking up in meetings today that I saw in the very first meeting.

I have lost track of the proponents. They probably assume the goals we have been working toward are a long-accomplished fact. I think this tendency for opponents to speak while proponents remain silent is directly attributable to the nature of planning.

Planning is a visionary process which inhibits the present for the good of the future. The active citizen participants are those who resistthe restrictions of the present, while the positive participants have dropped out, assured that their grandchildren will reap the benefits of what they consider an accomplished fact.

Second, by opening our planning process to the degree that we have, we have created an unreasonable level of expectation on the part of the public. What we have done, I am afraid, is raise in the public a false hope that the minority can directly control rather than influence the process. We have created a disillusionment of monumental proportions.

SB 100, while appreciating the role of local government and citizens in recommending substitutions, does not give local government, or a few citizens the right to overrule a local majority or the state or federal government where that interest is predominant.

In addition to SB 100, Oregon has an entire body of law, much of which implies that certain decisions are not in the control of local government, and many, such as the sewer issue I discussed earlier, are out of the control of the state.

Unless the public is adequately informed on both these points--that positive voices are needed to counterbalance the adversary groups, and that the public's role is one of influence rather than direction--land use planning may suffer severe setbacks.

I believe it is up to you, as educators, to help those of us in government paint a realistic picture both of the value and also of the dangers of citizen participation.

The values are self-evident. Citizen participation paves the way for compromise between state and local governments. It provides the state with a graphic picture of citizens' reactions to issues under discussion. . .a window into the citizenry. Traditionally, government hears from citizens on election day, and the vote is simply thumbs up. . .or thumbs down. Through citizen participation, we now have an "early warning system" which provides for a more responsive government. When confusion exists, we can explain and clarify the issue.

The dangers of citizen participation are equally self-evident. Someone once said, "You do not only have to want what you want, you also have to want what it brings with it."

We need to consider what citizen participation brings with it--citizen participation has resulted in increased expense, and in some cases, near paralysis to the local government decision-making process. When strong adversary groups dominate the citizen participation process, local government decisions can be delayed adinfinitum to the detriment of local planning and local budgets. And in the end, it is the individual citizen who pays for this delay through higher taxes.

If the public knew how much these delays cost, they might be more willing to play an active, and hopefully positive, role in the process. Citizen participation has resulted in an increased level of citizen frustration. When a citizen group objects time and again to a land use decision, and loses, we have a group which is thoroughly alienated from the structure. If there education had been adequate, if their expectations had been realistic, this need not have happened.

Citizen participation can result in dissatisfaction with the changing nature of planning. The planning process has not been adequately explained to the public as a continuing process, which by its very nature changes over time. We plan, and then revise, and revise again. A heightened awareness of the nature of planning--that it is a dynamic process--on the part of the public could forestall much of this dissatisfaction.

The final Utopian goal, then is a comprehensive, statewide land use plan--developed by a process in which all interests have participated in decisions and in which all interests have signed off, but a statewide land use plan that makes everyone happy and will last forever is realistically unattainable. The anomaly, though, is that <u>that</u> is more reason, not less, for us to strive to reach it.

As educators, you hold the key to an enlightened public. A public which fully understands the necessity for land use programs:

--the extent to which we already have land use programs,
--the value to the public and to government of such citizen participation in those programs,
--and the dangers of misuse of citizen participation within those programs.

I cannot tell you how to proceed. I am sure you have your own ideas. But if you will address yourselves to these vital issues, I am sure you will reap the rewards in the form of an active, more enlightened citizenry, and more successful and productive land use programs.

In closing, let me wish all of you a safe journey home. I hope you enjoyed your visit to Oregon and will come again.

Thank you.

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B. <u>SOME IDEAS FOR EDUCATION'S ROLE IN LAND USE PLANNING</u>

Concerns About Land Use Planning:

Solid waste disposal
Soil capabilities for intended use
Water quality and quantity
Green space

Stimulating an appreciation among people of all ages--of land as a precious and limited resource
Development of a land use ethic--on various levels (personal, local, statewide, national, international
Awareness of the variety of attitude held toward use of land
Inappropriate use as regards proximity to waterways
Industrial development in valleys where smog can develop
Location of roads near rivers
Use of bottomlands for housing
Destruction of watershed
Lack of planning for set-aside areas for wildlife
Preservation of good agricultural lands
Restriction of development in flood plains
Uncontrolled urban sprawl and related problems of providing services
Development not following capability of land
General public apathy to planning and environment
Population growth
Food production
Sufficient recreation areas
Adequate housing
Sufficient quality water
Concerned that special interests and power structures will get more into it than the general public and/or ordinary citizens
Concerned that communications between planning groups and general public may be poor to downright bad
Concerned that real estate brokers and land developers may try to pack the planning system with people favorable to their viewpoint
Concerned that some special bodies like U.S. Army Engineers and State Highway Departments will disregard or not coordinate with local planning
Extensive land use for energy generating plants and resource recovery areas
Transportation demands on agricultural areas
Housing developments on "scenic" land
Using land to its best advantage and capability is important
Maintaining the property rights of land owners is also important
Process for developing best use
How do we determine what is best use?
A change in the land ethic of U.S. citizens (the stewardship concept)
A social device must be developed to provide compensation to the property owner who is restricted in even reasonable development of his land because of restrictions society has imposed
Need to preserve agricultural land but it is not economically good to do so for the landowner--so he says How do we solve this? Especially near urban areas.
The need for open space (natural) near urban areas. Easements acquisition and lack of initiative on the part of government entities
The desire to have routine species in our cities, along street edges, etc.
The need for motorcycle areas in the near urban areas
Developing awareness of consequences of various programs
Developing concern
Stimulating desire for action
Teaching methods of gathering data
Teaching ways of effective action
Teach limiting factors--carrying capacity, costs of exceeding carrying capacity
Develop land use planning committees in service organization
Provide training for media representatives
Provide training for government representatives
Constituency for land planning
Attend community meetings
School project of current planning issue in community
Workshops for public and interested groups in land use planning
Join interested groups
Your own lifestyle
Develop a constituency for land planning
Not enough real citizen input at <u>early</u> stages of decision making
Public hearings at the <u>end</u> of the process seems to lead to various conflicts
Agriculture allocations
Government control of private land (why and how)
Education in schools about land use and conservation
That the land can be used to it's fullest extent without destroying it
That people are aware of what the land can take--how much before it's too much use
Comprehensive community development rather than unplanned sprawl

Concern for open-space and recreational outlets for communities
Preservation of agricultural land
Rapidly-growing communities-Bedroom communities for industry and university areas
Balancing uses to maintain primary and secondary uses vs. tertiary industrial transportation
Sewage treatment and garbage disposal area are overloaded
Individual rights vs. regulations
Identifying and saving prime farm lands
Flood plain construction
Prime and unique land
Prime agricultural land
Construction of--roads-public service facilities, residence, shopping and business center, industry
Indiscriminate loss of productive land to non-agricultural uses
The dominance of the dollar as the major decision maker in land use
While individuals are entitled to freedom (to a degree) in the use of their property, they have a larger responsibility to future generations
The need to balance the needs and desires of society with the collective willingness to absorb the costs involved

IDEAS FOR EDUCATION'S ROLE IN REDUCING OR ELIMINATING THESE CONCERNS

Education of youth to combat problems of land use. This is done most effectively by concentrating on improving teaching techniques, i.e., college training.

As a citizen one can contribute to better land use planning by: a) keeping informed on facts and issues; b) attending meetings related to planning; c) teaching planning in the classrooms, and talking planning to civic and social groups. Also promoting funds, workshops and tours dealing with planning.

Involving young people with real life situations within their own community. Fact building--information sharing.

Develop awareness among young people--foster new attitudes toward LUP, develop awareness of community problems, land use problems. Teach political aspects as well as biological.

Source of needed information, student participation of--data collection (formal/non-formal) participation in public hearings.

The land use planning concept is misunderstood by many people. I'm concerned that misunderstanding and/or ignorance will weaken the effect of L.U.P.

Greate public awareness.

Land use tours. Public forums - energy parks!

Find out how to find out what land use planning meetings and activities are going on in my area.

Awareness activities early and for everyone but must come to the place where knowledge is gained but must not stop there--action for change is responsible for education.

Only through education can values and interest be changed. Through it both old and young can get a new perspective as to the consequences and choices--once these are clearly understood people can act on an enlightened basis. Attend public hearings on zoning, whether my area is involved or not--so that I better understand the process. Participate constructively in land use discussions. Help people understand land uses and capabilities. Learn ourselves concerning land uses and community needs. Listen to people concerning their desires and concerns.

Implement public hearings implement programs in schools and with public groups. Unite public groups as political force.

On land with hazard with no consideration for design to overcome or neutralize hazards.

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WRITTEN COMMITMENTS FROM PEOPLE AT THE PORTLAND CONFERENCE ON WHAT THEY HOPE TO ACCOMPLISH IN THE NEXT 12 MONTHS TO STRENGTHEN EDUCATION'S ROLE IN LAND USE PLANNING

NOTE: As you read over these commitments you may identify other people interested in doing the same thing. You may want to contact them to share ideas.

I want to develop and carry-out some additional teacher workshops based on the good material and methods picked up here at the CEA Conference. Land use planning is so very important to everybody and needs to be pushed into and taught at every level possible. Thanks for the help. -Mrs. Gen Bancroft, WI

Encourage the development of more eco-areas for school and community use. -Clarence Billings, MO.

I plan to attempt to help establish our outdoor EE site at my local elementary school. This should include land use planning. -James "Bud" Tumy, MO

Plan to continue encouraging and working with teachers, both directly and through local and state SCS people, in teaching and incorporating land use and environmental studies into the total curriculum at all grade levels. -Jan Curtis, VA

I will open the 1976-77 school year by doing the following project with the 7-8-9 year olds in my class--make a survey of the blocks surrounding their home (or apt.) and list (or draw) their neighborhood. Next, decide what will make it a better environment for living in their opinoin. Then, repeat this process in the end of the school year and examine and evaluate any change of attitude or value. -Angela Wong, CA

Schedule a series of Conservation Education Seminars with SCS District Conservationists in College and University locations. These one-day workshops will involve University Department Heads. -Jim Bilyeu, TN

Communication and interaction between conservation district and school district boards on: use of school sites for conservation education incorporation of resource studies in curriculum require education for teachers to be certificated. -Robert F. Tegner, WA

I intend to meet with people of my school district that are involved in EE and to discuss with them some of the ideas that I have obtained here; to help develop a new site that the district has obtained. -Robert Johnson, MI

I will try to involve my 4th grade students in a project to convert two HUD lots across the street from the school into a miniture nature area. -Jane Ochalek, MI

Continue to co-sponsor Teacher Workshops in Environmental Education at Haven Hill, Michigan. -Betty Burge, MI

To support LCDC and convince as many as possible not to vote against and repeal Senate Bill 100. This will be on the initiative this coming November. -Howard Brock, OR

Incorporate the awareness of the interdependence of life/environment into as many subject areas as possible (at the elementary level). -Karen Johnson

Would like to develop a workshop model for citizens to give them information, skills and motivation to better be involved in land use decision making. -Vern Fridley, UT

I would like to talk to some teacher in my school to try and start a class on better land use around my area. Help clean up our city. I'm also interested in Forestry and just life in general! -Tina Cramer

I would like to find a job so that I can teach conservation education. If that is not possible, (and with the tight market that is most likely) I'll find some way to do a little volunteer work with people in the out-of-doors. -Lita Robinson Knight

I have the ideas relating to land use planning with students in Biology and Nature Study. -Frances L. Cramer, CA

I would like to involve my junior high students in planning for the preservation of open space in the southwest part of Tacoma, rather than have the city sell the land to Sears for another shopping mall which would be only 1/2 mile or less from an existing mall. -Mary McKeever, WA

Conduct a Regional State Seminar at a northeastern college or university. -Gordon Leckie, PA

Working with the State Department of Education, develop a mini course, 3 weeks, for high school students on their role as new citizens - from selecting a home site to involvement in local land use planning. -Fred Bubb, PA

I will get actively involved in the organization of a State Education Council with representation of all conservation-oriented agencies and organizations in Puerto Rico. The Department of Natural Resources has the leadership in this activity. -Eminto Martinez, Puerto Rico

Get young people involved in land use planning activities as a part of their education.

I would like to have at least one teacher workshop course with land use as one area of emphasis. -Wendell Jeffery, MO

I'll promote increased use of EE techniques by Forest Service, Southern Region land planners. -Al Riffer

Impress upon my college students in Conservation Administration courses the need for "enlightened" citizen input in planning for land management. Better educated to problem and processes means better input and decisions. -John Hewston, CA

I hope to be able to build some interest in my school district for school site development for outdoor education. I also hope to be able to influence some opinions in Michigan for a comprehensive state land use law which we do not have not. -Dan Dickinson, MI

Emphasis the economics of decisions using the concept of "opportunity cost." Promote more economic understandings of environmental problems. -Joan Ross, WA

Having students help develop a land use plan for an area adjacent to our school. (Using some of the techniques discussed at the sessions). -Margie Dickinson, CA

To find out what land use planning is being done in Wisconsin, organizations that are involved with this issue and become personally involved. -Hope Rice, WI

I would like to include land use planning in the environmental education class of the high school curriculum. -Pete Lawrie, MI

Try to get citizens, commissioner, and city council to improve the city park. -Bernice Brown, GH

To use the education system as a delivery mechanism to promote community involvement and action in developing a legislative bill to support Land Use Planning. -Duane Toomsen, IA

Organize and put on three workshops on values in local land use decisions in western Colorado. Design seminars for lawyers next spring to incorporate planning into legal requirements (rather than just baseline data). Personally lobby for bottle bill and mobile home reassessment referenda this fall. -Joan E. Martin, CO

Synthesize data from our school site EE resource project in some disseminative form as per guides, children's books, film strips, etc. in response to requests - a way of transferring and sharing whatever we have learned in our process of developing the project components. -Herb Wong, CA

Use value-clarification and acclimitization in adult education program planning in land use, outdoor classroom development and power use and site planning. -Mike Flitter, WI

I plan to work with the HS class in Mamaroneck on further studies and involvement with land use planning. I am also involved in a committee report of our town reviewing its Master Plan of 10 years ago. Our class should take a look at this. Also the formation of a watershed association to deal with water problems as a whole and not in small local segments. -Martha Munzer, NY

Education's role in land use planning during 1977. Cause 7 workshops on environmental education to be held for teachers, agency people and S&WCD supervisors throughout the State of Missouri. -John Fichter, MO

Coordinate land use planning seminar at Western Forestry Center for teachers, with representatives of various government agencies, private and industrial contingents, community groups and citizens as resource people and facilitators. -Richard Apple, OR

I plan to involve my communication's students in a local land planning issue - inventory-evaluation and design or public information program (via mass media and other vehicles) to get local people involved. -Dave Hanselman, NY

Attempt to utilize the education methods and simulation games presented here on land use planning in a senior citizen program on Queen Anne Hill in Seattle, Washington. -David E. Ortman, WA

Expand the examples of proper land use at the Education Center. Involve the topic into more programs of groups using the center. Stress the possibilities to teachers for their own use in class. -Bob Rye, IA

I will be involved in helping make some changes on our school grounds.

I will be doing something about motorcycle trails - don't know how much - could be a community development proposal but might be more, like an education program about use (right now they're destroying a hill onto school ground.) -Thelma Gilmur, WA

I plan to work with other state government officials in planning ways to incorporate students in land use data collection and inventorying and to help extract the comprehensive land use planning process so it can be utilized as a process module for environmental studies in schools. -Karen Underwood, ID

I live in a small village like many who need a face life. Some property will be coming up for sale soon. I would like to have the 6th grade children along with the towns people, try to take an educated look for improvement in the light of what I've learned here. -Margaret Brock, OH

Include more time for the topic of "land use planning" in the program of my environmental education workshop for teachers. -Herman Kranzer, FL

Work with State and Regional Land Use Planning Boards to make them aware of the need for full citizen input to all proposals and plans, as a person, not an agency representative. -Roland Treubig, LA

Continue to keep up with subject in outside reading. -John Haislet, TX

Add a Land Use Planning mini course to our elective mini course selection offered to the students at our area high school. -Jo Herris

Plan with my teachers at UCON how they can plan to use the San Katan Preserve (an open space in the midst of a development) with their students in an EE program and to implement their plan. -Phyllis Busch, CN

Fostering recycling of resources waste disposal problems (including sewerage disposal). -Julius Kaikow, NY

Better identify what is needed in EE in my state. -John Gumert, NM

Reorganize, prioritize, streamline my workload to give more time to EE.

I would like to inspire greater support of environmental education by District Managers, State Directors, and national leaders of the Bureau of Land Management. -Robert D. Hostetter, OR

I would like to work with teachers on methods of using the materials acquired at the conference. -Sue Simon, WI

Develop instructional planning module for primary and intermediate teachers dealing with land use decision-making. -Ralph Stredwick, WA

I think we will see a change in name (Land Use Planning). Too many states want no part of "Land Use Planning" as it implies zoning and regulation and also many think the regulations will affect the development and the freedom of the American people. I see the term Best Management Practice being used. -Wallace C. Denny, OK

One area which I have been dealing with personally this past year is 208 planning, i.e. EPA planning. This may be the new approach to a type of Land Use Planning. I plan to continue gathering all information possible on the lanning phase of EPA 208 section of Clean Water Act. -Wallace C. Denny, OK

Involving students in land use planning type activities: K) How to keep playground clean; 1) how we could improve playground, draw maps, plant flowers/trees; 2) look at neighborhood, how could we improve it, what could owners do? 3) put up bird feeders - stations; 4) plant trees, help plan ESE; 5) analyze traffic problems in neighborhood. How could traffic be safer, etc. -Coleen Little, UT

To encourage educator in Minnesota to consider Land Use Planning activities when developing K-12 Environmental Education Curriculum Plans. -John Miller, MN

Would like to get high school students involved in solving a real land use problem in Nevada. Eighty-seven percent of our state is administered by the Federal Government; therefore, our land problems very much affect all citizen. Since high school students will be our next generation of leaders I feel it is important that they be well into the process by the time they become those leaders. -Vienna Wolder, NV

Expand Charles River Project to an adult education audience in the metropolitan Boston area. I will also be developing a program of environmental studies for 4th and 5th grades in some of the inner city schools. I will be collaborating with Evely Murphy, secretary of Environmental Affairs in Massachusetts on establishing an environmental education center for the state, with a land use focus. -Maureen Oates

I am planning to get into an environmentally active organized group in order to use it as a vehicle for my skills and background in Environmental Education. I feel that my abilities would be an aid in the planning and fulfillment of programs in the roles as organizer, idea-man, and speaker. -Sanford Leffler

Suggest that land use planning be added to nature study courses now being given by a local environmental group called LIFE (Local Involvement for Environment) Center. -Maxine Frankenfelder, NY

Develop and implement 2½ day workshop for interested public in PA. on the topic of land use including an in-depth look at what our state regulations are and what citizens can do to control their local developments. -Lyn Fleming, PA

The staff of my office will continue the development of a strong constituency for Florida's land and water management laws. -A. R. Tillis, FL

I would like to put into practice in my high school environmental education class many of the activities, programs, or parts of programs shown here. I would also like to form a better communications network between people with like attitudes and concerns. -Dean Savers, WI

Involve myself more in supporting S.B. 100 in order to make sure that land use planning in Oregon will not be defeated in the upcoming November election. -Tony Faast, OR

As co-chairman in planning the program: provide a session for land use planning at the Wisconsin EE Association annual meeting this fall. -John Pager, WI

Maintain my awarenesses of what is going on in my particular community and their dealing with land use planning so that I can in any conversation spur awareness in others, increase awareness, and lead to actions (attend meetings, get neighbors involved, etc.) -Liz Hoyt, OR

Lend or sell copies of color slides depicting land uses to any educational organization. -Gwen Kirtley Perkins

Persuade the Washington Game Department to involve citizens in planning uses of wildlife recreation areas. This involvement would use techniques suggested at this CEA conference or something similar. Find a way to get public to realize wildlife is dependent on land base. -Russ Hupe, WA

Design a high school political science unit on how urban land use plans are presently made and how the citizen can have a voice in designing his own environment. -Esther Railton, CA

Formulate interagency groups to work at grass roots levels with the general public to resolve local issues in regard to land use planning. Strive to maintain that relationship in a continued planning process to meet local regional and national needs. -John Paulk, TN

I am going to do a better job of selling university staffs on incorporating EE into their curricular and granting credit for workshops, and encourage these staff members to join CEA. -Ira Bray, GA

Greater citizen involvement in Wisconsin's proposed "Land-Use Bill" now in committee within State Legislature. Study committees, special interest groups and utilization of techniques picked up at this conference. -Bob Ellingson, WI

Devote more emphasis to land use decision processes during teacher training activities. -Neil Jenkins, MO

Develop slide-tape show on aesthetics and land use planning. -Dave Engleson, WI

Plan to have my students do a photo inventory of the Yellowstone River near Billings, to the end that we may assist our County Planning Board with its efforts to stir up citizen interest in converting much of the riverfront land to public park usage. -Will Clark, MO

Prepare a slide sound presentation suitable for 5th through 12th grade explaining to students why land use planning is necessary and desirable. The older people of Mississippi will not buy land use planning, so we should start teaching the youngsters the need. -Carroll Perkins, MS

Develop closer coordination between planning, environmental, and educational programs in my agency. Continue to develop educational programs at the field level which are used as management tools for inputs to our programs. -Phil DeLongchamps, VA

Environmental education program for adults in land use planning. -Earl E. Dawnald

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